

School Development Plan 2016-2018 (2017-2018 review)

Our Goal: To give our Duncombe children the best start in life.

Priority Area 1: Attendance	Priority Area 2: Well-being	Priority Area 3: Learning	Priority Area 4: Achievement
<p>Aim: Attendance is above 96%</p> <p><i>We will know we have achieved this when:</i></p> <ul style="list-style-type: none"> • Our yearly attendance figures are above 96%. • Our 2016-17 attendance was 96.6% statutory, but only 96% for the whole school. We have a new target of 96.2% for the whole school in 2017-18. • A robust measurement of punctuality is in place which demonstrates clear improvement • Punctuality measured in minutes late for every child has been established for a full academic year giving us a baseline to improve upon this year. • Details of strategies can be found in the Attendance Action Plan. 	<p>Aim: All pupils, parents and staff are supported in their physical, mental and emotional well-being.</p> <p><i>We will know we have achieved this when:</i></p> <p>Pupils:</p> <ul style="list-style-type: none"> • Broad and balanced curriculum allowing for extended exploratory lessons in foundation subjects, such as Art and Computing, through effective timetabling (two-week timetable where necessary). Established in science. Intensive swimming programme beginning in the new year which also allows for intensive programmes in the foundation subjects. On-going monitoring of timetables and impact throughout the year. • Regular mindfulness training ensures that pupils manage emotions and anxieties. On-going. Review expertise of staff in leading mindfulness sessions. • Regular prayer groups run by pupils and staff. Well established with high numbers of participants from a variety of backgrounds. • Relationships between staff and pupils are strong. Staff listen to and respect children's feelings. Targeted response to feedback from Year 6 pupils to alleviate stress from statutory assessments. Early identification of children struggling with mental, emotional or physical health issues means that services, such as CAMHS, are used proactively rather than just for responding to crises. Review has led to the school doubling the LA allocated hours in CAMHS, Speech & Language and Educational Psychologist. Staff use Leuven's scales to assess children's well-being termly. • Pastoral nurture groups provide emotional support for vulnerable children. Successful nurture groups run by experienced staff. • There are more real life experiences, trips and workshops throughout the year. Pupil review meetings include monitoring of trips and workshops. Subject leaders are responsible for ensuring enrichment of their curriculum areas (see action plans). • Children have ownership over school decisions through new democratic school council process. New school council structure is established and to be embedded this year. Several projects are pupil initiated (e.g. mural, play equipment, Brexit vote, chicken names, adventure area). • There is an increase in pupil engagement and enjoyment in lessons because of more time for tasks and collaborative learning. Teachers trained in use of Leuven scales to measure pupil engagement and enjoyment. Pupil voice is used to monitor subject areas with very positive responses in maths and English. Further pupil voice opportunities such as pupil survey to be carried out 2017-18. <p>Parents:</p> <ul style="list-style-type: none"> • Awareness of school events and classes for parents is high and attendance increased due to better communication and promotion. Leading Parent Partnership Award achieved in 2017 recognising wide ranging and effective work done to support families. Half termly flyers. Additional School Home Support worker 2 days a week, targeted specific groups (e.g. dads) 	<p>Aim: The quality of provision and a culture of high expectation enable all pupils to learn exceptionally well.</p> <p><i>We will know we have achieved this when:</i></p> <ul style="list-style-type: none"> • Teachers' deeper understanding of pedagogy and learning theories ensures effective questioning and task design leading to increased pupil engagement and achievement. MA has been key to this, Pedagogy and Creativity modules run in 2016/17. • Maths curriculum reviewed and finalised. Children are confident at explaining their thinking and using mathematical language, which supports and improves reasoning results. On-going. See maths action plan. • Children read a wide range of texts, both paper and electronic, for pleasure and can discuss their favourite books and authors. The school environment reflects a love of reading, particularly class book corners. Story time is one of our most exciting times of the day and happens in every class. Children are confident at making inferences and retrieving information from texts. They have strategies to help them work out the meaning of new words and use these confidently when faced with unknown vocabulary. On-going. See English action plan. • Children leave Duncombe having mastered the basics of spelling, vocabulary and grammar. They know how to edit and improve their compositions and offer purposeful feedback to their peers. KS2 GPS results are above national, spelling is a particular strength. See English action plan. • Children are curious and ask questions about the world around them. They use their scientific knowledge to make hypotheses and know how to work scientifically to test their ideas. Teachers are confident in their assessments of children in science and lessons are well planned to ensure plenty of practical experiences. On-going. See science action plan. • Transitions between Key Stages, particularly between EYFS and KS1, are smooth and well managed, ensuring good progression using prior assessment to plan effectively so that no time is wasted. Many provisions are set up, including careful handover of medical and pastoral information. On-going to embed practice. See phase action plans. • Planning and timetables are monitored rigorously to ensure breadth of opportunity and inclusion for all pupils. Achieved. See monitoring reports from leaders. • Project homework is successfully implemented across Key Stage 1 and 2. Spellings are differentiated and match the pupils' stage of phonics and spelling level. Home reading books are well matched to 	<p>Aim: Progress of pupils is excellent; most pupils' attainment is in line with or above national standards.</p> <p><i>We will know we have achieved this when:</i></p> <ul style="list-style-type: none"> • Percentage of pupils achieving the expected standard at the end of KS2 is at least in line with national percentages or above floor target. Achieved; currently in-line with or above national (61%) for all areas. Next step to achieve floor target of 65% combined reading, writing, maths for attainment. • See phase action plans for EYFS, KS1 and KS2 targets. • Increased percentage of higher attaining children for all core subjects in KS1 & KS2. On-going. • Pupil progress meetings are half termly for identified year groups. Achieved. • Pupil progress between phases is tracked carefully; teachers are clear on the prior attainment of the pupils and target interventions accordingly. Achieved. • Frequent in-school and inter-school moderation takes place for all core subjects, including science. Achieved. • SAT revision books are purchased and used effectively to support revision for Year 2 and Year 6 children. Achieved. • Suitable practice test materials which provide

- Parents are aware of services that we can offer for further support, e.g. CAMHS, Families First, and CHANCE UK. **Coffee mornings held to promote additional services. Website details the services.**
 - Subject leaders and School Home Support staff regularly visit places of interest linked to the curriculum with our parents. Parents are aware of opportunities for days out with their child and feel confident taking them.
- Staff:**
- Investors in People Gold standard achieved (only 7% of organisations nationally achieve this) – see report.
 - Regular mindfulness training offered to support mental and emotional health. **Review to continue in 2017/18.**
 - Staff classes genuinely support wellbeing by offering appropriate activities at reasonable times to allow all staff to attend without undue stress. **On-going.**
 - Regular training and guidance for all staff on developing their own resilience, embracing a growth mindset and time management/ organisation skills. **Review to continue in 2017/18. Specific training sessions to be carried out throughout 2017/18.**
 - All staff are aware that they can access on-site counselling through CAMHS or be referred to counselling services provided by Islington council on request. **Review how staff can best utilise this opportunity. Proactive in offering targeted support.**
 - Master's programme offers stimulating professional development for teachers with time to complete assignments and on-site lectures during designated meeting time. **On-going.**
 - Coaching and support given to all staff with additional responsibilities. **On-going.**
 - PPA allowed off-site. **To be reviewed termly.**
 - Termly staff outings organised to promote togetherness and show appreciation for the work people do. **Established, to continue in 2017/18.**
 - In an effort to combat electronic overload and allow staff to 'disconnect', there are no internal emails or text messages sent between 7pm and 7am. **Achieved.**

- pupil ability. Accelerated Reader provides evidence of and ensures progression in effective home reading at KS2. **Homework and spelling elements well established. Accelerated Reader to be launched Autumn 2017.**
- Trips, workshops and expert visitors promote greater enjoyment and real-life experiences for all pupils. There is a budget of £10 per child per year to supplement trips or workshops. **Achieved.**
 - Speech and language toolkit for Early Years allows early identification, intervention and provision. **Achieved.**
 - **Two-year old places are filled and provision is of a high standard.**

accurate gap analyses and evidence of progress for teachers are available for all year groups. **Achieved.**