West Moors Middle School
School Development Plan 2018/19

SLT
JRi: Mr James Rielly (Headteacher)
JDo: Mr John Dover (Deputy Head/ Maths lead)
HJo: Mrs Hannah Jones
CWa: Mrs Charlotte Watkins (English Lead)
LSm: Miss Lucy Smith (Inclusion lead)

RAG status rating
White: Not started
Red: No progress made
Amber: Progress made
Green: Achieved

Priority 1	Success Criteria
Improve the quality and consistency of teaching, learning and assessment.	a) All teachers have demonstrated good practice in terms of 5 QfT areas. b) Pupil books show regular open-ended, quality work, response tasks linked to feedback and clear evidence of progress linked to on-going LOs and curriculum plans. c) Pupils demonstrate learning and community values throughout the curriculum. d) Pupils use homework more effectively to enhance their learning.

Objectives *What*	Actions *How*	Time scale *When*	Lead *Who*	Interim Milestones	End of year Outcome	Monitoring	RAG Status
Pupils' progress is promoted through quality first teaching (QfT).	1. Clarify 5 key components for wave 1 interventions (QfT) to ensure that all pupils make progress: engaging context for learning; tenacious pursuit of ARE and GD learning outcomes; well-planned questioning and classroom talk strategies; differentiation of learning routes; effective use of guided group work and TA time. 2. Weekly feedback to staff from SLT LWs. 3. Use of *Lesson Study* to promote professional growth. 3. SLT intervention, support and guidance where practice is not as expected.	INSET 3/9/18 and subsequent Monday staff meeting. Via weekly briefing. Every half term, devolved Monday meeting time. At the point of need.	JDo	Nov: All teachers focused on identified areas for development in relation to the 5 QfT areas, which have been shared with staff. Learning Walk Google Doc details improved outcomes linked to these 5 QfT areas. Feb: All teachers have demonstrated good practice in the 5 QfT areas, which have been shared with staff. Learning Walk Google Doc details improved outcomes linked to the 5 QfT areas. Lesson study work can evidence peer-to-peer work to share good practice and improve pedagogy.	June: All teachers demonstrate good practice in all 5 QfT areas. This is also evidenced in terms of the quality of work produced by pupils, particularly extended pieces of writing.	Weekly LWs by SLT. Half termly LWs by Governors Termly LWs by DCC senior advisor. Book scrutiny and pupil voice survey	
Pupils' progress is promoted through timely feedback and response tasks.	1. Set expectations of new feedback policy with all staff. 2. Weekly feedback to staff from feedback forms and LWs and weekly book sampling. 3. SLT intervention, support and guidance where practice is not as expected.	INSET 3/9/18 Via weekly briefing, Google doc update and individual feedback. At the point of need.	CWa	Nov: All teachers submit weekly feedback forms and books for monitoring. Most teachers are using feedback policy effectively to promote progress. Feb: All teachers submit weekly feedback forms and books for monitoring. All teachers are using feedback policy effectively to promote progress.	June: 95% of pupil books show regular open-ended, quality work, response tasks linked to feedback and clear evidence of progress linked to on-going LOs and curriculum plans.	Weekly submission of feedback forms to SLT and sharing of outcomes with staff via Google doc.	
Pupils' learning enrichment is assured by establishing a clear curriculum intent.	1. Define community values (Inclusivity, Respect, Fairness, Honesty, Understanding, Kindness) alongside learning values (Independence, Resilience, Creativity, Reflection) to underpin our curriculum intent. 2. Repurpose curriculum maps to clarify how learners are developed in terms of these values as well as the NC knowledge and skills	6 X Middle Leadership Team Meetings to develop curriculum intent statement and exemplar repurposed curriculum maps to show the learning pathways for pupils in all subjects from Y5 to Y8, involving first and upper schools. Launch at Twilight INSET 4a (17/10/18)	JRi	Nov: Curriculum intent statement agreed and shared and exemplar maps repurposed, pending scale-up. Base-line pupil voice surveys are taken. Feb: All curriculum maps are repurposed. VbE accreditation process started. Positive affirmation of progress made by governor and senior adviser as a result of learning walks.	May: Summative pupil voice survey shows that pupils can articulate about curriculum intentions: demonstrating learning values; describing learning journeys; identifying curriculum links. VbE accreditation submitted. Positive affirmation of progress made by governor and senior advisor as a result of learning walks.	6 x Middle Leader Meetings 2 x LWs by Governors 2 x Termly LWs by DCC senior advisor Pupil surveys	

Objectives What	Actions How	Time scale When	Lead Who	Interim Milestones	End of year Outcome	Monitoring	RAG Status
Pupils' progress is promoted through more effective use of homework.	1. UPS3 teachers to work with CWa and JDo to develop effective *Knowledge Organisers* in core subjects and humanities to facilitate pre-teaching and over-learning. 2. Develop strategies to encourage pupils to process the knowledge and skills presented on KOs and share good practice	6 X Middle Leadership Team Meetings to develop and review implementation of Knowledge Organisers and associated homework apps INSET 29/10/18	JDo	Nov: Knowledge organisers have been developed and implemented for all year groups for the Autumn Term as follows: Maths/Eng/Science/Humanities. Feb: Knowledge organisers have been developed and implemented for all year groups for the Spring and Summer Term as follows: Maths/Eng/Science/Humanities. Pupil and Parent (x4) case study evidence shows growing positive impact.	May: Pupil and Parent (x4) case study evidence shows growing positive impact. Book scrutiny reveals pupils using knowledge on Kos within written work. School maintains positive valued-added with respect to GL test data.	6 x Middle Leader Meetings 4 X pupil/parent case studies Book scrutiny GL test analysis	

Priority 2
Improve outcomes in KS2 mathematics.

Success Criteria
- a) Increased evidence of the CPA approach and regular problem-solving opportunities within lessons.
- b) Data to support improved outcomes relating to pupils' misconceptions and identified curricular targets.
- c) Increased pupil engagement and resilience in mathematics.

Objectives What	Actions How	Time scale When	Lead Who	Interim Milestones	End of year Outcome	Monitoring	RAG Status
Pupils' problem solving skills improve as a result of more consistent use of *Inspire Maths*.	1. Teachers are trained in the use of manipulatives and problem-solving. 2. Teachers are making use of online support materials and are gaining confidence in using new strategies as a result of collaborative work with JDo and SLE.	Before Nov. Weekly	JDo	Nov: Teachers are confident in the use of the INSPIRE teachers book and have a clear sense of the CPA approach. Manipulatives are in classrooms and used by children to support their conceptual thinking. Feb: Teachers are confident to develop and challenge pupils' thinking. Problem solving is a regular part of maths learning, with pupils comparing different approaches.	June: Increased evidence of the CPA approach and regular problem-solving opportunities within lessons which impacts on pupils' enjoyment of and progress within the subject.	Learning walks and pupil interviews by JDo and SLE.	
Pupils' make more progress towards targets as a result of rigorous and timely assessment which informs planning.	1. Timetabled data meetings with clear targets identified. 2. SLT and teachers use the data from assessments to carry out gap analysis and plan accordingly.	Half termly Weekly	JDo	Nov: Data meetings have taken place with written targets and expected outcomes shared with individual teachers. Feb: Data meetings show pupils making progress as a result of careful planning and feedback by teachers. Teachers take responsibility for actions ahead of data submission (proforma expected in all subject areas). Teachers have clear ideas for how they will address gaps in learning.	June: Data to support improved outcomes relating to pupils' misconceptions and identified curricular targets.	Regular data meetings, planning scrutiny and learning walks with JDo and Specialist Leader of Education (SLE).	
Pupils are more engaged in lessons.			JDo	Nov: Pupils are seen to have a more active role in their learning Feb: Pupils will demonstrate a higher level of metacognition that allows them to effectively evaluate their thinking and learning.	June: Maths is talked about in a positive manner by all members of the school community. Pupil surveys show a marked difference in terms of engagements and enjoyment of maths activities.	Book monitoring, learning walks and pupil interviews by JDo and SLE.	

Priority 3
Improve the quality and effectiveness of inclusion and intervention.

Success Criteria
- a) At least 85% of pupils identified for wave 2 or 3 intervention are meeting identified targets.
- b) More pupils on the SEND register are making progress.
- c) SENCo, Link Governor and LA advisor can evidence more effective use of resources linked to actions.

				d) Provision for CCN pupils meets LA expectations.			
Objectives *What*	**Actions** *How*	**Time scale** *When*	**Lead** *Who*	**Interim Milestones**	**End of year Outcome**	**Monitoring**	**RAG Status**
Underperforming pupils are enabled to meet short-term targets.	1. Teachers identify pupils for wave 2 and 3 academic and pastoral interventions (x6 per year), making particular consideration to disadvantaged pupils and using data effectively. 2. Teachers and TAs design short-term, measurable targets and plan strategies to help pupils achieve them. 3. Teachers and TAs periodically review and document (SIMS) the successes of their interventions to be reviewed at pupil progress meetings. 4. This plan/do/review of the wave 2 and 3 interventions, as documented in SIMS, is used for individual education plans/reports for pupils on the SEN register.	Every 3 weeks Every 3 weeks Every 3 – 6 weeks Every 3 – 6 weeks	JRi (Attendance and Behaviour) LSm (Academic)	Nov: Teachers complete pupil progress meeting data sheets, which highlight pupils in need of short-term interventions. Monitoring shows that intervention targets are short-term, measurable and linked to relevant areas of the curriculum. Feb: Monitoring shows that delivery of targeted interventions is effective, following QfT principles. Also, that there is evidence of good progress in terms if pupils achieving intervention targets.	At least 85% of pupils identified for wave 2 or 3 intervention are meeting identified targets.	Analysis of SIMS intervention reports.	
Increase the progress of pupils with SEND support.	1. Build SENCo capacity to complete strategic elements of the role: extra 4 h/p/w administrative support, a re-structure of TAs and data related training. 4. Undertake regular SEND related learning walks, data analysis and work scrutinies that lead to clear actions. 5. Use school based data to monitor and evaluate the progress of SEND pupils. 6. Implement a system of pupil passports so that all staff understand pupils' needs and strategies to support them. 7. Allow HLTA to support teachers and TAs in developing effective toolkits, using pupil passports.	On-going 1 x week Weekly Autumn Term On-going	LSm	Nov: Growing use of passports for pupils on SEND register and teachers developing toolkits to direct TAs and inform their own planning for key pupils. Feb: Effective practice is evident in teachers using pupil passports, planning and delivering lessons and directing TAs.	Effective practice is consistent in terms of teachers using pupil passports, planning and delivering lessons and directing TAs. More pupils on the SEND register are making progress in lessons, meeting short-term intervention targets and achieving school based assessment targets.	Learning walks, book scrutiny and pupil interviews, focused on the progress made by pupils on SEND register.	
Improve the effective use of resources.	1. Up-date SEND action plan 2. Develop a costed provision map with clear impact measures. 3. Streamline interventions on offer and carry out an informed reduction of pupils on SEND register. 4. Ensure that the SENCo has regular line meetings with HT, establishing clear actions and deadlines, which are reviewed. 5. Establish effective SEND governance. 6. Develop a wide range of short and focussed impact based case studies to drive improvements forward as well as evidencing the progress made.	By October half term Early Sept Early Sept On-going By October half term	LSm	Nov: SEN LA advisor reports on evidence that systems for improved use of resources are embedding. Feb: SEN LA advisor reports on evidence that systems for improved use of resources are having an impact on pupil outcomes	SENCo, Link Governor and LA advisor can evidence more effective use of resources linked to actions. At least 80% of SEND pupils are making expected progress.		

	6. Develop a TA policy in consultation with staff, parents and pupils so all stakeholders are clear of their role. Resources to support this can be found at http://maximisingtas.co.uk.						
CCN global objective	The CCN Base Lead will ensure that Chameleon HQ (the Complex Communication Base) is developing and evidencing standards as agreed in the LA quality assurance Document.	On-going	HJo	Nov: Most outcomes listed on the LA QA document are developing. Feb: All outcomes listed on the LA QA document are developing with some being established.	All outcomes listed on the LA QA document are either established or enhanced.	Analysis of quantitative and qualitative data on pupils, including: SCERTS programme; IEP reviews; photographic evidence stored on Marvellous Me; professional reports of SALT and EP teams; attendance; in-school tracking and assessment. CCN base visits and learning walks by HJo, specialist SEN teacher and SENNSS advisor.	

Priority 4
Improve outcomes for pupils in terms of pastoral development, behaviour and well-being.

Success Criteria
a) All lessons include non-negotiables.
b) The use of orange and red arrows in lessons reduce over the year and pupil/parent voice indicates improved perceptions about lesson disruption.
c) Lowest single and repeat fixed-term exclusions for three years.
d) Improved perceptions about safety and bullying from pupils.
e) Overall absence rates reduce towards school target of 4% maximum.

Objectives *What*	Actions *How*	Time scale *When*	Lead *Who*	Interim Milestones	End of year Outcome	Monitoring	RAG Status
Pupils' learning behaviour is consistent throughout the school.	1. Establish non-negotiables for routines: entry and exit to classrooms; classroom presentation; seating plans and class registers; pupil equipment; standards of uniform; DUMTUMLO; frequent, quality work in exercise book and fewer worksheets. 2. Raise profile of new learning values as part of curriculum intent: independence; reflectiveness; resilience; creativity 3. Weekly feedback to staff from weekly SLT LWs. 4. SLT intervention, support and guidance where practice is not as expected.	INSET 3/9/18 and subsequent Monday staff meeting. Via weekly briefing, Google doc update and individual feedback. At the point of need.	JDo	Nov: Evidence of improved consistency documented by SLT and most lessons include all non-negotiables. Systems to monitor and feedback on new learning values are in place. Feb: Non-negotiables in evidence in all lessons. Also, growing evidence of learning episodes that promote learning behaviours where pupils demonstrate independence, resilience, creativity and reflectiveness.	June: All lessons include non-negotiables and targeted learning behaviours. Also, strong evidence of learning episodes that promote learning behaviours where pupils demonstrate independence, resilience, creativity and reflectiveness.	Weekly LWs by SLT. Half termly LWs by Governors Termly LWs by DCC Senior advisor	
The occurrence of low-level disruptive behaviour in lessons reduces.	1. Deliver Dorset Step-Up training across the year to transform behaviour management practices towards a therapeutic approach. 2. Re-write behaviour policy to increase consistency and accountability with all stakeholders. 3. Effective use of wave 2 interventions (tutor/PSP) to work with pupils exhibiting repeated disruptive behaviour.	INSET 1 and 3 Early September On-going	JRi/HJo	Nov: Positive feedback from stakeholders re. behaviour training/policy and practice. Positive engagement with 'Marvellous Me' rewards system. Feb: Reduced use of amber/red arrows since September.	The use of orange and red arrows in lessons reduce over the year and pupil/parent voice indicates improved perceptions.	Office alerted of arrows which are recorded by teacher/time/pupil reference. Pupil/Parent surveys	

	4. Introduce 'Marvellous Me' to promote rewards and engage parents.					
The use of single and repeat fixed-term exclusions reduces.	1. Use 'Roots and Fruits' approach (Dorset Steps) to provide bespoke behaviour plans for vulnerable pupils. 3. Effective use of wave 2 interventions (tutor/PSP) to work with pupils exhibiting repeated disruptive behaviour. 4. Early liaising with outside agencies such as BSS to intervene in pupils' behaviour.	INSET 1 and 3 Early September On-going	JRi/HJo	Nov: At least 10 'Roots and Fruits' individual behaviour plans have been developed and shared Feb: At least 15 'Roots and Fruits' individual behaviour plans have been developed and shared. Fixed term exclusions trend is down for whole school and vulnerable pupil groups.	Lowest single and repeat fixed-term exclusions for three years.	Use of SIMS data to analyse exclusion data
Pupils' perceptions and experiences relating to bullying improves.	1. Continue and extend 'Bullies Out' campaign to include more staff and pupil training, promoting the role of tutors as frontline ambassadors. 2. Regular pupil-led assemblies to train whole school re. bullying issues, with specific follow-up by tutors. 3. All bullying incidents continue to be recorded and categorised on SIMS. Bullying incidents are regularly reported and scrutinised at full governor meetings. 3. Develop a school wide-poster anti-bullying campaign poster	On-going On-going October half term	JDo	Nov: School poster developed. Pupil/Parent surveys show improved perceptions compared to this point last year. Analysis of bullying data at FGM. Feb: Pupil/Parent surveys show improved perceptions compared to this point last year. Analysis of bullying data at FGM.	Improved perceptions about safety and bullying from pupils and reduction in bullying incidents recorded.	Pupil surveys and SIMs data analysis
Overall attendance improves and persistent absence decreases.	1. Bi-weekly review of attendance with whole school assemblies. 2. Continued wave 2 interventions led by tutor, to improve attendance of targeted pupils. 3. Continued wave 3 interventions led by PSO, to improve attendance of targeted pupils. 4. Use of rewards to promote attendance including new 'Marvellous Me' badges and half termly recognition certificates and prizes. 5. Weekly meeting with office manager to assess need for letters and meetings, half termly register analysis with LA officer and termly attendance clinic with PA families.	1 x fortnight Identified at 6 points in the year On-going On-going Weekly/Half termly/Termly	JRi	Nov: 90% of pupils targeted for wave 2 and 3 interventions are showing improved attendance. Reduced absence for whole school and all sub groups compared to this point last year. Feb: 90% of pupils targeted for wave 2 and 3 interventions are showing improved attendance. Reduced absence for whole school and all sub groups compared to this point last year.	Overall absence rates reduce towards school target of 4% maximum. Persistent absenteeism reduces from previous year's measures.	SIMS data analysis