

**Learning Together to be the best that we can be!**

**Powerstock School Development Plan 2019-20**



"A kind nurturing environment where children feel safe and happy"

"The individual needs for each child are carefully thought through and considered."

"Attention to each individual child so they can achieve more as they reach their goals."

"The children at Powerstock are seen as individuals and differences are celebrated. The schools nurturing approach to teaching and learning is excellent and the families as a unit are supported brilliantly at each step of the child's school life"

Parent Survey July 2019

**Key Priority 1:**

**To Improve progress in writing as a subject and the separate judgement of Grammar, Punctuation and spelling (SPAG), to be in line with Dorset and closer to National Averages.**

- Although our progress for writing has improved from 2018, it is not in line with National levels and is below Dorset's average of -0.59.

- Not all children took the test for spelling, grammar and punctuation bringing our percentage per child to 25%.
- The ARE was not achieved because of spelling difficulties including diagnosed Dyslexia.
- Our cohort of 2019 was particularly small with 20% representing just one child overall with just 25% sitting the SPAG test.
- Writing attainment has been significantly below Expected Standard two years in a row. (Higher standard however is at 20% in line with National standard).
- Progress in writing has improved from -8.27 in 2018 to -1.75 in 2019.

We have identified a lack of engagement in boys' writing as a subject across the school although the trend is improving due to strategies employed last year. We aim to close the gap between boys and girls further this year and place a greater emphasis still on spelling. (the grammar test is dependent on accurate spelling of answers in addition to the spelling test.)

Our aim in 2020 is to improve writing

Success criteria:

- End KS2 boys' attainment at higher standard raise **from 20% to 50%**. (each child = 7-8%)
- Raise percentage of children end KS2 reaching the **Higher standard from 11% to 29%** (All children converting from 2A/3 to higher standard+).
- Raise percentage of children end KS2 reaching the **Expected standard from 44% to 55%** (see appendix re Dyslexia risk)
- Lesson observations and learning walks by HT and Literacy link governor to evidence action plan and quality of teaching to be good or better on at least three occasions during the year with a special focus on boys' writing and provision.
- End KS1 attainment **40% reaching the Expected standard end summer 2019 to 50%** at end summer 2020
- Progress measures to be in line with Dorset (see grid)
- A higher proportion of each year group attaining ARE+ and higher standard than each cohort attained in 2018/19.

Key Strands	Key Actions – how will we do this?	Lead person	Times cale	Resource s and costs	Impact	Monitoring	Review/prog ress
Developed cross curricular opportunities to engage boys' writing	Staff meeting focus on termly topic for writing emphasis eg. Stoneage/menus Autumn '19. Forest School scenarios used for descriptive and narrative/science	LG	Throug hout year  Termly (Autumn and Spring )	Nil  Collabo ration paid  £125	AREs broadly in line with girls attainment at end of 2020	Staff meeting notes. Book looks/scrutiny. Learning Walks	
Opportunities for KS1 to write during structured play/learning choosing time	Stations set up for children to “mark make” in recording vocabulary and response to play	AO	Ongoi ng from last year	£30	Children will increase their experience of and willingness to write in a sustained way Year 1-2 conversion of 8% GDepth to 24% at end KS1	Learning Walk and informal class visits. Discussions with class teacher.	
*Boys group to help with Big	Organise BW so that KS1 and	LG	Spring	nil	Boys have opportunity to	Check	

Write in lower age classes.	Cogden do their writing slightly after Seatown so that selected pupils are released to aid with planning and writing in Cogden and Burton.		Term		help others and increase confidence and readiness to write themselves.	timetabling to include.	
*Writing corner to engage boys as a focus	Beginning of Autumn term discuss and implement throughout Autumn 1	LG/HR	End Autumn 2	TBC	Boys have "go to" area (possibly in conjunction with Mighty Writer area.	Check classrooms Feb Curriculum meeting check.	
*Parents are provided with details curriculum map of AREs and exemplary work	Staff meeting Autumn term	LG and teaching staff	Beginning of autumn term	nil	Parents have detailed information about Key stage requirements for writing.	Website	
ARE spellings tailored across all year groups	Half termly testing of scaled scored using NFER and AREs	LG and teaching staff	Throughout year	nil	Tracking shows closing gap in spelling scores ie. Less than -1 in spelling age difference. Boys in line with girls Sp age data	Check SIMs each half term.	
Continuation of Dyslexia screening programme  General SEN assessment by Sue Deinhardt	AS to test any further children with slower progress	AS	As necessary	Nil – pack already purchased  £200	Closer understanding of difficulties  Applied strategies following detailed assessment	SEND staff meetings/ED Psych visits.	

Big Write programme continued	Baseline and monitoring Half termly big write task, levels gathered VCOP approach in each classroom	LG	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. Independent writing is available for internal and external moderation.		
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### **Key Priority 2:**

**To improve attendance to 95%**

**Attendance including persistent absence has been a concern at just above 94% in two consecutive years. Research has indicated key areas which affect the figures and steps are being taken to improve and monitor attendance to over 95% by the end of summer term 2019. Research in line with: <http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/improvementstrategies.aspx#link94> We have made links with lower attainment and persistent absence in KS1 and 2 across all core subjects.**

Key Strands	Key Actions – How will we do this?	Lead Person	Timescale	Resources and costs	Impact	Monitoring	Progress review
Positive reinforcement	<ul style="list-style-type: none"> <li>Parental engagement</li> </ul>	LG	term	Nil	Parents are aware of	Feedback	

and high expectations of school towards 100% attendance with pupils and parents.	<p>beginning of term letters sent in line with WDSC.</p> <ul style="list-style-type: none"> <li>Promote healthy attitude to attendance including lateness with the children through eg. Assemblies.</li> <li>Step out of the ordinary...proud each day through healthy active lifestyle whole school approach.</li> </ul>		ly		<p>legal position and data showing impact of poor attendance. Attendance exceeds 95% in line with national. Term time holidays reduce from 12.7 % (2017/18) to 5.4% of all children in 2018/19 year</p> <p>Children feel more of a sense of belonging and healthy attitude to life at school. Healthier = wanting to be in school with peers.</p>	<p>from parent survey on attendance in late Spring term</p> <p>Attendance checks – half termly.</p>	
Attendance monitored weekly and logged half termly. Strict flow chart of letters as advice from Attendance team	Letters sent throughout term as per flow chart. TAF meetings called where necessary.	LG with reference to LMG (chair)	Weekly/half termly	Nil	See improvement towards 95% by end of summer term.	SIMs report weekly	
Continual absence (medical) is followed up by HT	LG to phone and meet with parents re chronic illness of child	LG	Ongoing	nil	Parents are directed to medical/social care support	Improvement in attendance from key	

						families	
Informing parents of attendance and impact on outcomes	News letters, parents evening awareness.	LG/all staff	termly	nil	Parents are clear about teaching and learning impact absence has on their child. How they can improve attendance.	Improving attitudes to information and improvement in attendance from targeted families.	
Extra-curricular enrichment activities to encourage “wrap around attendance”	After school/lunchtime clubs provided for all abilities and tastes	LG/JC	Ongoing	PE funding in part	Parental engagement reinforced to promote attendance	Take up from targeted families.	
Monitoring of termly situation	Termly graph produced to compare and identify trend and scrutiny of groups.	LG	termly	nil	Monitoring file will show clear trend		

### **Key priority 3**

**Improve the effectiveness of governance by improving meeting efficiency and increasing challenge to leadership team.**

Key strands	Key actions – How will we achieve this?	Lead Person	Time scale	Resources & Costs	Impact	Monitoring	Progress review
Improve efficacy of committee and FGB meetings.	Roll out timed agendas in all meetings to guide governors to which parts of the meeting require increased discussion.	LMG	Autumn term	Nil	Clear, timed agendas which will shape more	Agendas and timings	

	<p>sion and challenge - from Sept</p> <p>Majority of questions on committee reports and Headteacher reports are posed prior to the meeting: Emails to illustrate and model new procedures. Explanation at initial FGB.</p>		End of Summer term.		streamlined meetings.		
All governors to have a clear understanding of the new Ofsted framework and its impact on the school's priorities	<p>Agenda item/show slides presented at staff meeting. Present summary of Ofsted expectations and section on Attitudes and Behaviour.</p>	LG	Autumn term	Nil	All stakeholders are aware of continued and new curriculum focus of Ofsted.	Meeting minutes.	