

**Deer Park School**  
**School Development Plan**  
**2017 – 2020**

## Deer Park School Vision

***Learn. Enjoy. Succeed.***

Deer Park School is a positive, supportive and caring environment, in which great effort is made to ensure everyone feels valued and secure. Our school is full of fun and a passion for all aspects of learning, with a broad range of opportunities where everyone, as an individual, is inspired to work their hardest to achieve high standards and develop their full potential.

## School Context

Deer Park School is situated centrally in the Royal Borough of Richmond Upon Thames close to the Royal Botanic Gardens, Kew and our namesake - Old Deer Park. One of London's more affluent boroughs, serving a culturally and ethnically diverse and vibrant community.

## Aims and Ethos

At Deer Park School the education we offer aims to ensure that every pupil achieves confidence, success and resilience through high quality educational experiences, with a broad, balanced and enriching curriculum. At Deer Park we aim for pupils to develop the ability to communicate in an intelligent, thoughtful, articulate and confident manner. The pupils learn in a stimulating, safe, happy and welcoming environment with first class educational experiences from which they thrive.

Our ambition is to be nothing less than excellent in all that we do, and to embed firmly Deer Park School in the community it serves. We will forge strong links between school, home and the wider community, providing clear communication and developing positive and lasting relationships with everyone who comes into contact with our school.

Our ultimate aim is to instil a love for learning and a desire to be motivated to enable the pupils to become proud of their achievements and become responsible future citizens.

## Values

Our core values are at the HEART of everything we do. Education at Deer Park School is for life. It is our aim that each student will leave the school, not only with the best possible educational attainment, particularly in the basic skills of literacy and numeracy, but also with the skills, attitudes and enthusiasm needed to succeed and achieve in a changing world and to make a positive contribution as responsible and valuable members of society.

Through Deer Park School's high expectations for all children's learning – and our core values – there is a strong moral purpose and a unique ethos of warmth and respect to educate children who:

- ✓ feel safe, valued and respected as part of the many and varied communities to which they belong



- ✓ Understand and celebrate diversity, and take care to demonstrate respect and courtesy towards others
- ✓ Are active members of a caring, nurturing school family
- ✓ Develop a sense of pride in their own achievements and those of others
- ✓ Welcome new ideas and experiences, and develop a sense of inquisitiveness
- ✓ Listen and present confident, articulate responses
- ✓ Take responsibility for their own behaviour and actions
- ✓ Forge ambitious lifetime aspirations
- ✓ Make positive contributions to the community and society as a whole

### ***School Development Plan Rationale***

This School Development Plan (SDP) incorporates Self-Evaluation at every stage, thus driving school improvement. The SDP serves as a working document which clearly identifies priorities and objectives that need to be met and these are shared with the whole school. The SDP is reviewed each half term using the success criteria in the form of statements from the *School Inspection Handbook*. *Throughout each term we carry out careful monitoring activities in order to provide evidence to justify our evaluations. This is in the form of outcomes from monitoring, data analysis, pupil conferencing and questionnaires. We then identify actions for further improvements.* In order to measure and evaluate the success of the school the SDP is divided into the five areas as identified by Ofsted in the *School Inspection Handbook*:-

1. The effectiveness of the early years provision
2. The quality of teaching, learning and assessment
3. Outcomes for pupils
4. Personal development, behaviour and welfare
5. Effectiveness of leadership and management

*Overall Effectiveness* will be evaluated once a judgement has been made for each of the other areas on the school development plan and will make up the final section of the SDP.

The SDP provides strategic priorities for 2017 – 2020, followed by a year on year overview which demonstrates how each area will develop. A more detailed yearly SDP is then provided with accompanying success criteria, as well as the school's own additional measures for success.

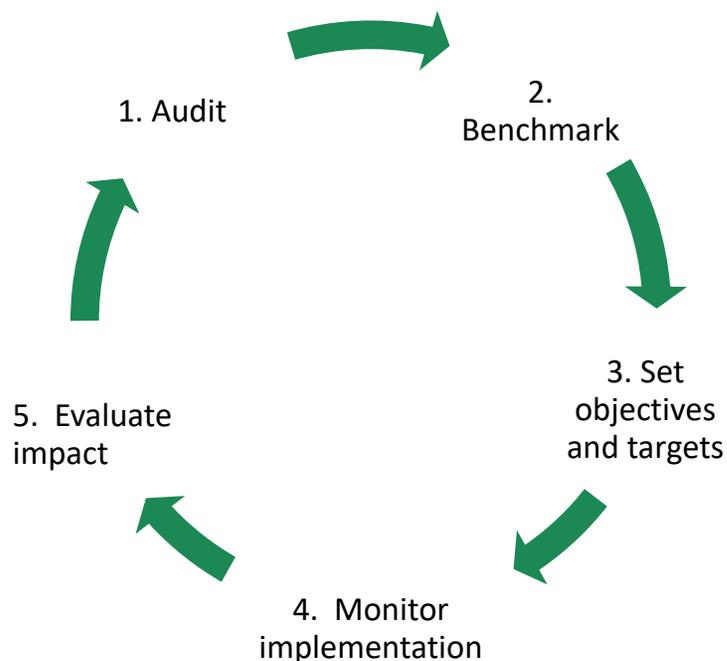
The SDP provides the basis for the development of Deer Park School over the next three years (2017-2020), with greater detail for the current academic year (2017 – 2020). To support school self-evaluation, the success criteria are given a red, amber or green rating (RAG) to determine a best fit judgement of *outstanding* (1), *good* (2) or *requires improvement* (3), the grades are then recorded in the appropriate section of the SDP. Next steps are then provided in the form of objectives in order to address the areas for development. Accompanying written evidence is then provided to support the judgements made, which will then inform reports to the Governing Body.

As the school undergoes continual self-evaluation and analysis over the coming months and terms, the SDP will develop further, thus determining the next steps required to meet the objectives set for the first academic year. Due to the rigour with which the SDP is used to raise standards, by the end of the first academic year, the school will have very clear and current information to determine precise steps for school improvement in Years 2 and then in Year 3. Additional targets will be added each year using data collected and analysed during the improvement strategy, which is detailed below. Additional targets will focus on closing any gaps to aid us in our relentless pursuit to be outstanding in all areas.

Each of the core areas on the SDP, e.g. Outcomes for pupils, will have a termly action plan allocated to it with area of priority for each term. A member of the school leadership team will be responsible for leading this area for development. This will enable greater precision in terms of short term objectives, the measurement of success and so identification of next steps.

### *The Strategy for Improvement*

The School Development Plan will follow a standard improvement process which is outlined in the diagram below:



1. Audit of standards of achievement on entry, the progress children make and the quality of teaching all set within the broader context of what the school is setting out to provide and achieve.
2. Benchmarking – setting the expectations of what the school should seek to achieve in terms of standards of attainment, the progress children make, and the quality of teaching in light of information about achievements and standards in other similar schools.
3. Setting strategic objectives to ensure that the school’s overall direction of Improvement is broadly based whilst paying particular attention to improvements in the standards of children’s achievement and the quality of educational provision, especially the quality of teaching. Deriving specific, time limited targets to ensure that the strategic objectives are met.
4. Monitoring implementation through the setting up of rigorous systems of quality assurance designed to give sound management information on which further improvement can be based
5. Evaluating the impact of innovations to ensure that targets have been met and, if they have been exceeded to understand why and learn from that; and if they have not been achieved to understand and learn from that also.

It is anticipated that the school will use this school improvement cycle on a half termly basis which will be reviewed in leadership and whole school meetings. The outcomes and updated self-evaluation, alongside analysis of objectives and any amendments needed, will be included in the Head Teacher's report to Governors each term. This will then feed into developments for the following term. On an annual basis the information gathered each term will help to identify future developments, strategic objectives and targets to create the following year's in-depth SDP. The outcome of the annual audit will be reported to parents and governors in order to seek their input into the following year's plan in order to ensure the appropriate future strategic direction for the school. Children will also have their say and input through regular questionnaires and conferencing.

### ***Monitoring and Quality Assurance***

The objectives and targets in the School Development Plan will be the basis for the approach to monitoring and quality assurance. The governors will establish a regular cycle of review, taking into account the school improvement cycle above. There will be a particularly important review in the autumn term of each year when results from attainment data and other performance information will be available. Other important components of the improvement review cycle will be the quality of teaching; effectiveness of leadership, management and governance; work with the community, especially parents; and, in the early years particularly, buildings development and budget plans.

Quality assurance will be based on the extent to which the school meets the targets and objectives it has set. It will take particular account of information from:

- Information from tracking data to establish the extent to which all children are making the progress they should
- Analysis drawn from a comprehensive, regular, frequent and rigorous programme of lesson observations/learning walks
- Scrutiny of children's learning
- Interviews with pupils, surveys of both pupils and parents
- Information from external audit sources such as Ofsted, Bellevue Place Trust reviews, external advisors
- Information derived from performance management and appraisal

As a result of this increasingly comprehensive source of information, it will be possible to:

- Ensure that all children, especially those at risk of failing, make the progress they should
- Identify strengths and weaknesses in teaching and learning and take action to learn from success and address weaknesses

- Ensure that the quality of teaching is at least good, but preferably outstanding
- Provide a broad and diverse curriculum, to provide opportunities for pupils to access a range of learning opportunities, including opportunities to work with talented and enthusiastic adult experts
- Ensure a comprehensive programme of CPD for staff, designed to help their professional development and also to meet the school's key strategic objectives and targets

## ***Strategic Priorities – Key Aims for Deer Park School***

Over the three years of this plan the key strategic objectives will be to:

1. Raise the profile of Deer Park School to ensure that we become a local school of first choice for parents in the area and therefore, are fully if not oversubscribed.
2. Achieve significantly higher attainment levels for children at the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) than would be expected based on prior attainment.
3. Prepare pupils so that they are well equipped to succeed in secondary education and beyond.
4. Provide a wide range of extra-curricular activities that, together with the whole educational experience provided by the school, develop pupils' resilience, self-reliance, personal responsibility, self-discipline, perseverance, determination and motivation.
5. Provide an inclusive approach to learning, recognising the right of every child and young person (irrespective of age, gender, ethnicity, religion or disability) to be included as a valued, respected and equal member of the learning community.
6. Enable pupils to participate in shaping the development of the school's broad approach to learning, particularly to their own learning – pupil voice.
7. Engage with parents and the wider community in the best interests of the pupils and staff at the school.
8. Achieve outstanding grades in Ofsted inspections in all categories.
9. Become an employer of choice with considerable competition for vacancies.
10. Actively promote community cohesion through provision of a central establishment and base for hosting a wide range of activities

**The following pages will highlight the strategic priorities for the next three years, followed by the SDP which details the steps taken to achieve them and self-evaluation.**

£	£0-£100
££	£100-£300
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## Deer Park School – School Development Plan – Autumn 2017

### Three Year Overview of strategic priorities 2017-2020

		2017-18	2018-19	2018-19
<b>A) The effectiveness of the early years provision</b>		<p><b>Improve the amount of consistently good (100%) and outstanding (60%) teaching specifically in RWCM by:</b></p> <ul style="list-style-type: none"> <li>Rolling out the first two thinking map concepts and using weekly in Literacy, Maths, Science and Topic</li> <li>Provision reflects weekly unique intentions in each area of learning</li> <li>Maintaining the % of pupils achieving GLD at the end of EYFS so they remain securely above national averages.</li> <li>Ensuring that there are no significant gap gaps in the progress and attainment, in particular for key groups nationally.</li> </ul>	<p><b>Improve the amount of consistently good (100%) and outstanding (70%) teaching specifically in RWCM by:</b></p> <ul style="list-style-type: none"> <li>Maintaining rigorous recording and tracking in EYFS in order to quickly identify underperformance so that pupils make rapid and sustained progress.</li> <li>Increasing the % of children who exceed in the different ELGs at end of EYFS</li> </ul>	<p><b>Improve the amount of consistently good (100%) and outstanding (75%) teaching specifically in RWCM by:</b></p> <ul style="list-style-type: none"> <li>Develop a program for sharing excellent practice and collaboration in a two-form entry setting</li> <li>Further increasing % of pupils achieving GLD so that they far exceed their national counterparts</li> <li>Increasing the % of children who exceed GD further at the end of EYFS</li> </ul>
Target	<b>1</b>			
Grade	<b>1</b>			

		2017-18	2018-19	2018-19
<b>B) The quality of teaching, learning and assessment</b>		<p><b>Improve the amount of consistently good (100%) and outstanding (60%) teaching specifically in RWCM by:</b></p> <ul style="list-style-type: none"> <li>Rolling out the first four thinking map concepts across KS1 and using weekly in Literacy, Maths, Science and Topic</li> <li>Ensuring that effective AfL is common practice in all teaching and learning across the curriculum, and enables all learners to make rapid progress from the outset.</li> <li>Implementing and embedding the Deer Park curriculum in Year 2 plus associated assessment procedures (classroom monitor) based upon national, local and Trust wide decisions.</li> <li>Continuing focus on talk for writing and POR (Power of Reading) techniques to develop speaking and listening skills as well as enabling children to focus firmly on developing a passion for reading and skills/tools for writing.</li> <li>Continue to develop the environment as a 2<sup>nd</sup> teacher</li> <li>Further developing technology and the computing curriculum and invest in laptops for each classroom.</li> <li>Further developing our ethos of ‘music for all’</li> </ul>	<p><b>Improve the amount of consistently good (100%) and outstanding (70%) teaching specifically in RWCM by:</b></p> <ul style="list-style-type: none"> <li>Ensuring the core life skills are embedded across all the key stages.</li> <li>Higher emphasis on meeting needs of pupils who have additional educational needs (AEN), pupils, who are academically more able, and those who are from identified groups in lessons through quality first teaching and careful planning, ensuring all pupils make accelerated and sustained progress.</li> <li>Implementing and embedding the Deer Park curriculum in Year 2 plus associated assessment procedures based upon national, local and Trust wide decisions.</li> <li>Making links across the curriculum to further embed skills in a range of contexts.</li> <li>Developing staff skills, knowledge and tools for teaching, to ensure the teaching of RWCM is highly effective</li> </ul>	<p><b>Improve the amount of consistently good (100%) and outstanding (75%) teaching specifically in RWCM by:</b></p> <ul style="list-style-type: none"> <li>Ensuring the core life skills are embedded across all the key stages.</li> <li>Higher emphasis on meeting needs of pupils who have additional educational needs (AEN), pupils, who are academically more able, and those who are from identified groups in lessons through quality first teaching and careful planning, ensuring all pupils make accelerated and sustained progress.</li> <li>Implementing and embedding the Deer Park curriculum in KS2 plus associated assessment procedures based upon national, local and Trust wide decisions.</li> <li>Making links across the curriculum to further embed skills in a range of contexts</li> <li>Developing staff skills, knowledge and tools in a two-form environment, seeking economies of scale in sharing excellent practice</li> </ul>
Target	<b>1</b>			
Grade	<b>1 2</b>			



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		2017-18	2018-19	2018-19	
<b>C) Outcomes for pupils</b>		<b>General</b> <ul style="list-style-type: none"> <li>To develop and implement effective recording and tracking systems in consultation with the Trust, local and national priorities, to enable effective analysis and evaluation of pupils' progress and attainment.</li> <li>To ensure little significant difference between any identified groups, e.g. PPG/Non PPG, girls and boys,</li> <li>To continue to develop cross school moderation within the Trust and local authority to ensure precise assessments.</li> <li>Implement several strategies to promote 'pupil voice'</li> </ul>	<b>General</b> <ul style="list-style-type: none"> <li>To refine and embed systems for effective assessment in line with Trust, local and national guidance.</li> <li>To ensure robust recording and tracking systems are in place for key stage 2.</li> </ul> <b>KS1</b> <ul style="list-style-type: none"> <li>To raise attainment at the end of KS1 so that:</li> <li>Pupils achieve expected standard in all subjects in line with national expectations</li> <li>For all groups of children progress is accelerated.</li> <li>The % of pupils achieving 'greater depth' in English and mathematics at the end of KS1 is in line with the national average.</li> </ul>	<b>General</b> <ul style="list-style-type: none"> <li>To further refine and embed systems for effective assessment in line with Trust, local and national guidance.</li> <li>To ensure new staff are inducted in the robust recording and tracking systems for key stage 2.</li> </ul> <b>KS1</b> <ul style="list-style-type: none"> <li>To raise attainment at the end of KS1 so that:</li> <li>Pupils achieve expected standard in all subjects in line with national expectations</li> <li>For all groups of children progress is accelerated.</li> <li>The % of pupils achieving 'greater depth' in English and mathematics at the end of KS1 is in line with the national average.</li> </ul> <b>KS2</b> <ul style="list-style-type: none"> <li>Raise attainment at the end of Year 3 so that pupils achieved better than expected standard in all areas</li> </ul>	
	Target	<b>1</b>			
	Grade	<b>1</b>	<b>Year 1</b> <ul style="list-style-type: none"> <li>To ensure children in Year 1 make good or better progress, so that 80% are at or above end of year age related expectations in reading, writing and mathematics and 90% achieve the phonics screening check</li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>To ensure children in Year 2 make good or better progress from their starting points, so that 80% are at or above end of year age related expectations in reading, writing and mathematics, with 30% working at greater depth.</li> </ul>		

		2017-18	2018-19	2018-19	
<b>D) Personal development, behaviour and welfare</b>		<ul style="list-style-type: none"> <li>To ensure that assemblies are culturally relevant to the pupils at the school, as well as promoting British Values and the core values of Deer Park School.</li> <li>To review and update key policies.</li> <li>To evaluate the impact of the systems for recording and tracking attendance and behaviour.</li> <li>To create an effective school council where the SDP is shared effectively so that pupils can contribute to driving school improvement – pupil voice</li> <li>To evaluate assembly and SEAL plans to ensure they tackle issues relating to discrimination and bullying effectively.</li> </ul>	<ul style="list-style-type: none"> <li>To introduce debating as a tool to develop speaking, listening and writing.</li> <li>To secure parental involvement and engagement for children with specific needs.</li> <li>To develop links with outside agencies to secure support for vulnerable pupils and their families.</li> <li>To develop pastoral care within the school.</li> <li>To develop activities that will promote resilience, determination, perseverance and motivation.</li> </ul>	<ul style="list-style-type: none"> <li>To introduce debating as a tool to develop speaking, listening and writing and take part in pupil parliament.</li> <li>To secure parental involvement and engagement for children with specific needs.</li> <li>To further deepen links with outside agencies to secure support for vulnerable pupils and their families.</li> <li>To develop pastoral care within the school.</li> <li>To embed activities that will promote resilience, determination, perseverance and motivation.</li> </ul>	
	Target	<b>1</b>			
	Grade	<b>1 2</b>	<ul style="list-style-type: none"> <li>To introduce activities that will support pupils to develop resilience, determination, perseverance and motivation</li> <li>Feedback to parents on survey and re-evaluate</li> <li>Further develop our e-safety strategy</li> </ul>		

£	£0-£100
££	£100-£300
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## Deer Park School – School Development Plan – Autumn 2017

		2017-18	2018-19	2018-19	
<b>E)</b> <b>Effectiveness of leadership and management</b>		<ul style="list-style-type: none"> <li>Review the roles and responsibilities of current staff and develop the staffing structure in order to succession plan.</li> <li>Respond to ongoing changes related to the curriculum and assessment and integrate this into CPD.</li> <li>Increase training opportunities related to:- <ul style="list-style-type: none"> <li>Carrying out formal observations</li> <li>Monitoring criteria</li> <li>Providing effective feedback</li> </ul> </li> <li>Governor involvement in monitoring – specific focus. Training items at FGB meetings to be planned strategically to support monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Promote and develop further opportunities for parental engagement with emphasis on supporting parents with home learning opportunities</li> <li>Further develop the use of the Governors strategic overview, to develop further the role of governors and their impact on school self-evaluation, monitoring and school development planning.</li> <li>Improve links within the community; local and International - achieve the award of Rights Respecting Schools, linking this with PSHCE and SEAL.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to promote and develop further opportunities for parental engagement with emphasis on supporting parents with home learning opportunities</li> <li>Further develop the use of the Governors strategic overview, to develop further the role of governors and their impact on school self-evaluation, monitoring and school development planning.</li> <li>Improve and add new links reflecting the permanent location of the school within the community; local and International – pairing with a school in another country</li> </ul>	
	<b>Target</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Assign specific areas of the curriculum to LGB so that visits have a specific learning focus and corresponding action plan.</li> <li>Develop and refine monitoring and evaluation procedures to ensure that school development and self-evaluation remains robust.</li> </ul>		
	<b>Grade</b>	<b>2</b>	<ul style="list-style-type: none"> <li>Office Administrator to be empowered to manage elements of finance and statutory compliance efficiently and effectively</li> <li>Develop the website so that is accurately promotes the achievements of the school and provides the statutory information required by Ofsted and relevant information for parents and the wider community.</li> </ul>		

£	£0-£100
££	£100-£300
£££	£300+



Deer Park School – School Development Plan – Autumn 2017

# SDP Actual for 2017-18

Our 'TWO BIG THINGS' this year are TEACHING AND LEARNING and THE ENVIRONMENT. All of our actions relate to these two areas.

OUR TOP 5 PRIORITIES ARE AS FOLLOWS;

TEACHING AND LEARNING	ENVIRONMENT
1. HANDWRITING (BC1) 2. MATHS – ENSURING RATES PROGRESS AND ATTAINMENT FOR GIRLS MATCHES THE BOYS (BC4)	3. ENVIRONMENT AS A 2ND TEACHER (BC13) 4. HOLDING LEADERS TO ACCOUNT (E1) 5. BOOKS – BUILDING CONSISTENCY AND PROGRESSION IN TO OUR MARKING POLICY, USE OF SUCCESS CRITERIA AND PRESENTATION (BC10)

## A) Effectiveness of the Early Years Provision

Action	Success criteria <i>Evaluation (RAG rating) to be carried out termly.</i>	Action ed by	Monitored by	Timescale	Budget implications	Evidence	
GLD remains significantly above borough and national average	1. Visit outstanding settings recommended by trust adviser/LA once per term, collecting and implementing innovative provision ideas to ensure the outdoor environment remains relevant and engaging.	<ul style="list-style-type: none"> <li>Children are highly motivated, very eager to join in and consistently demonstrate the characteristics of effective learning with high levels of curiosity, imagination and concentration. % of chn achieving the PSED ELGs in line with other areas.</li> </ul>	JM	AC/FB/ Trust Governors	Aut '17	£	Outcomes from monitoring WOW Lesson obs Review of action plans Pupil survey Gov – notes
	2. Focus each area of learning on one weekly learning intention						
	3. Introduce half termly POR (power of reading sequences)	<ul style="list-style-type: none"> <li>Wider range of self-initiated writing in learning journeys</li> </ul>	JM	AC/FB Governors	Sep '17	£££	Monitoring activities
	4. Weekly training sessions for HLTA on using development matters	<ul style="list-style-type: none"> <li>Children make consistently high rates of progress in relation to their starting points in all areas of FS</li> <li>GLD indicator continues to exceed Richmond average (currently 76%)</li> </ul>	JM/AC	AC AC/FB	Ongoing	£	Outcomes from PPM, monitoring and data analysis.
	5. Include reception as appropriate in anti-bullying strategies taught to KS1	<ul style="list-style-type: none"> <li>Children's health, safety and well-being have the highest priority and children are encouraged to discuss and debate the issues (school council).</li> <li>Whole school assemblies delivered twice each week to include pupil interaction and include guest speakers.</li> </ul>	AC/FB JM	FB/AC School Council CD (safeguarding governor)	Ongoing Ongoing	£	Pupil conferencing, monitoring activities. Pupil questionnaire Health and safety policy EYFS daily check sheet H+S Briefing minutes

£	£0-£100
££	£100-£300
£££	£300+



## Deer Park School – School Development Plan – Autumn 2017

### B) Quality of Teaching, Learning and Assessment

### C) Outcomes for Pupils

Action	Success criteria <i>Evaluation (RAG rating) to be carried out termly.</i>	Actioned by	Monitored by	Timescale	Budget implications	Evidence	
PSC remains significantly above borough and national averages. KS1 Greater Depth RWM = 25%+	1. Develop a consistent approach to using the 'PenPals' handwriting scheme	<ul style="list-style-type: none"> <li>All year 2 pupils have handwriting that is joined, fluid and uniform</li> <li>Handwriting lessons form a consistent part of the taught curriculum</li> </ul>	AC/FB	AC/FB Governors	June '18	£	Lesson plans Lesson obs Posh Pencils Awards Book scrutiny Timetable
	2. All staff share a weekly 'teaching tip' in staff briefing focused on 'challenge'	<ul style="list-style-type: none"> <li>Much teaching over time is outstanding and never less than consistently good.</li> <li>All pupils (EAL/SEN/PPG) make at least expected progress from starting points and any gaps narrow</li> <li>G&amp;T programme is in place</li> <li>% chn exceeding age-related expectations at least in line with borough average and writing increases to 25% at greater depth by end of KS1</li> <li>Number of interactions on class twitter page</li> <li>Education Apps accelerate progress of EAL children</li> </ul>	AC/FB	AC/FB Governors	Ongoing	££	Staff briefing minutes Reading data Actions and impact from LA adviser Grids Twitter Ipad Technology club attendance
	3. Develop a consistent approach to using the 'Big Cat' reading scheme				Ongoing		
	4. Liaise with LA Maths adviser re: investigative/girls maths				Autumn '17		
	5. Liaise with LA Science advisor re: working scientifically						
	6. Half termly POR teaching sequences						
	7. Maintain the use of technology in all areas of the curriculum						
8. Introduce taught weekly spelling lessons in Y1 and Y2							
9. Implement whole school summative and standardised assessment schemes	<ul style="list-style-type: none"> <li>Class teachers have a clear understanding from gap analysis alongside their own judgment for next steps</li> <li>children are clear about the next steps they need to take to improve their learning</li> <li>Maths books demonstrate all work acknowledged</li> <li>Pupils in Year 2 self and peer assess against the success criteria</li> <li>Marking comments relate to the success criteria</li> </ul>	FB	FB/AC Governors School Council	Dec '17	£££	PP Meetings Intervention Schedule Conferencing S2S support Pupil editing in books Book scrutinies Marking policy and guidelines	
10. Further develop a consistent approach to marking, use of WALTs and SC, and presentation				Sep '17			
11. All extended writing WALTs and SCs submitted to SLT weekly in advance				Sep '17			
12. Introduce 'purple polishing' pens for Y2 pupils to edit and self-improve							
13. Continue to develop the environment as a 2 <sup>nd</sup> teacher	<ul style="list-style-type: none"> <li>Displays and working walls actively used by all pupils.</li> <li>Thinking skills and strategies implemented daily as routine</li> <li>All pupils demonstrate high levels of engagement and motivation in all lessons.</li> <li>Y2 pupils compete in a cross borough sporting activity</li> </ul>	AC	AC/FB	Spring 17	£	Classroom walls Lesson Obs Book Scrutinies Review of action plans Pupil display survey Case studies	
14. Build on current R and Y1 half termly topics so that they inspire and stimulate the pupils				Ongoing			
15. Develop the Y2 half termly topics and medium term plans Introduce two new thinking maps per term				Ongoing			
16. Deliver PE curriculum for Y2 in old Deer Park				June '17			
17. Produce half-termly case studies to explain the context of our data with respect to mobility							

£	£0-£100
££	£100-£300
£££	£300+



## Deer Park School – School Development Plan – Autumn 2017

D) PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE							
Action	Success criteria <i>Evaluation (RAG rating) to be carried out termly.</i>	Actioned by	Monitored by	Timescale	Budget implications	Evidence	
<b>Confident learners. Pupils know how to keep safe. Pupils take on greater responsibility for looking after their school.</b>	1. Develop new roles and responsibilities for Year 2 children, eg breakfast club helper, lunchtime monitors, Sports Ambassadors	<ul style="list-style-type: none"> <li>Pupils are regularly seen to demonstrate courteous behaviour around school and actively contribute to displays</li> <li>Pupil voice being heard in all areas of learning</li> </ul>	AC/FB/JM/SB/RF/BM	AC/FB/JM	Autumn '17	£	Website Certificates Displays (monitor board)
	2. Raise profile of whole school behaviour target (PSED) through daily 5 minute reviews in classrooms	<ul style="list-style-type: none"> <li>Pupils' attitudes to learning are of an exceptionally high standard Incidences of low-level disruption in lessons are extremely rare.</li> <li>Weekly behaviour targets continue to be shared through the newsletter and rewards given in assembly</li> <li>Chn are able to articulate what they are working towards this week</li> </ul>	JM/SB/RF	AC/FB	Ongoing	£	Assembly Plan Lesson plans/Displays Topic books Behaviour log Surveys Certificates/BT
	3. Plan high profile and exciting engaging activities for end of terms.	<ul style="list-style-type: none"> <li>Children to have better attendance especially around holiday periods</li> </ul>	JM/SB/RF	AC/FB/NK	Ongoing	££	Trips Newsletters Website Displays Rewards
	4. Introduce 'Rude, Mean, Bullying' protocol + pupil input in safety display	<ul style="list-style-type: none"> <li>Parents feel that any issues are being dealt with effectively.</li> <li>Pupils are fully aware of different forms of bullying</li> <li>Pupils and parents aware of practical tips to deal with bullying</li> <li>Staff feel well equipped and confident in dealing with any aspect of safeguarding</li> <li>Children to confidently use 'Stop it I don't like it.'</li> </ul>	All staff at the school	AC/FB	Ongoing	£	Prevent training Anti-bullying week/assembly/workshop E-safety Surveys Safeguarding log
	5. Refine procedure for reporting injuries to parents when child stays in EDP	<ul style="list-style-type: none"> <li>Parents sign when collecting child and receive important information in a consistent manner</li> </ul>	NK/AC/FB/JM/SB/RF/BM	AC/FB	Ongoing	£	Registers Parent surveys
	6. LSA to attend Team Teach Training	<ul style="list-style-type: none"> <li>TAs and LSAs feel supported and confident in dealing with any behavioural issues which may occur in the classroom.</li> <li>Incidents of low level disruption are rare</li> </ul>	JM/FB	AC/FB	Ongoing in response to needs in the class	£££	CPD Provision maps and interventions Staff wellbeing
	7. Update classroom culture display board termly	<ul style="list-style-type: none"> <li>Children understand and respect different beliefs.</li> <li>Displays and assemblies reflect the wide range of cultures and religions</li> </ul>	JM/SB/RF	AC/FB	Termly updates	£	Displays Learning journeys Pupil surveys PSED & UW results
	8. Extend specific club provision to 2 clubs per evening	<ul style="list-style-type: none"> <li>Clubs meet the needs of all age groups and attendance at clubs is 70%</li> <li>Range to include sport, drama, music, dance, art, craft, ICT, cooking, languages</li> </ul>	AC/BM	BW	Ongoing	All costs to be balanced against income	Registers Pupil survey Websites Letters to parents

£	£0-£100
££	£100-£300
£££	£300+



## Deer Park School – School Development Plan – Autumn 2017

E) Effectiveness of Leadership and Management							
Action	Success criteria <i>Evaluation (RAG rating) to be carried out termly.</i>	Actioned by	Monitored by	Timescale	Budget implications	Evidence	
<b>Leaders have a deep understanding of the school's effectiveness. Governor systematically challenge senior leaders</b>	1. Governors to robustly challenge, support and hold leaders to account	<ul style="list-style-type: none"> <li>Challenge results in measurable impact</li> <li>Governors are known to stakeholders</li> <li>Attendance at specific training (particularly Ofsted) provided by the school / Trust / LA.</li> <li>Learning focus for gov visits to school enable on-going assessment against SDP</li> <li>Termly governor newsletter produced detailing impact of visits/SDP progress/building updates.</li> <li>Change management is effective with no major logistic issues on site</li> </ul>	Head and CoG	Head and CoG	Annual	Governor's time £	Governing body meeting minutes  CPD Attendance record held by clerk  Monitoring evidence forms  Governor visit reports
	2. All leaders to use data (school, local and national) to support planning for pupil progress and maintain excellent standards	<ul style="list-style-type: none"> <li>All pupils make at least expected or better than expected progress from their starting points</li> <li>All leaders have a measurable impact on learning and teaching</li> </ul>	AC and BPET and AfC	AC/AC	Termly	£	Training – classroom monitor PP Meetings agendas Headship reports
	3. Provide a flexible programme to include Trust, Borough and school based opportunities for CPD,	<ul style="list-style-type: none"> <li>Staff report that CPD opportunities have resulted in impact in the classroom</li> <li>SENCo gains official accreditation</li> <li>shared moderation sessions corroborate teacher assessments</li> </ul>	AC, FB, COG	Trust Borough	Ongoing and flexible	£££	Pupil Progress SENCo certificate Agreed data CPD log Performance Management
	4. Provide safeguarding training for all staff and Governing Body members at the beginning of academic year.	<ul style="list-style-type: none"> <li>Staff and governors model professional standards in all of their work and understand the protocols and feel confident to respond correctly in all aspects of safeguarding</li> <li>All statutory requirements are met</li> <li>Children report they feel safe and happy at school</li> <li>E-safety and Anti-bullying is prominent and children can articulate what it means</li> </ul>	Trust	AC/FB	Sept '17 And Ongoing	££	Attendance at training Safeguarding Crib sheet Surveys Safeguarding Audit Displays
	5. Senior leaders work collaboratively to update SEF and SDP half-termly	<ul style="list-style-type: none"> <li>SDP reflects the current priorities for the school and is RAG rated termly</li> <li>SEF accurately reflects currently judgement by leaders</li> <li>Senior Leaders take responsibility for monitoring specific actions and feel fully involved with the running of the school</li> </ul>	AC, CoG	AC, CoG	Ongoing	£	Ofsted SDP SEF Staff Surveys
	6. Monitor safeguarding procedures monthly including SCR audit	<ul style="list-style-type: none"> <li>Notes section on SCR is updated.</li> <li>SCR is complete with no missing fields</li> <li>Safer recruitment checklists are completed on appointment of staff and kept on HR files</li> <li>DSLs attend termly LSCB meetings</li> </ul>	AC/FB	CoG and NK	Monthly	£	SCR Safeguarding Audit Report Compliance and Regulations Report EYFS Daily Safety Check Accident Book Safeguarding Log