Ivydale
School & Children's Centre

A Love of Learning for Life

School Development Plan 2018-21

- *Inspiring all children to have high aspirations and to achieve their best*
- *Encouraging enthusiastic, thoughtful and respectful learners*
- *Providing a creative, caring and safe environment in partnership with the whole school community*

During this year we are building on the positive outcomes from the last two academic years to secure a good judgement at our next inspection. We remain committed to improving standards and outcomes for all children but in particular our most disadvantaged and vulnerable. Consistently strong teaching, learning and assessment remain at the heart of this. Alongside these priorities, we must address the challenges ahead, in particular school funding. Maintaining and broadening links with other schools and organisations will be essential in meeting these challenges. These form our Priorities for Success.

Monitoring and evaluation

The following plan is based upon the school's self evaluation and has been written through consultation with staff and governors with the views of parents and children taken into account. The plan is the responsibility of the whole staff and governors. It is a working document and subject to updates.

How do we achieve this?

- The plan forms the basis of discussions at staff and governors' meetings
- Staff meetings and INSET training are organised from the priorities
- Appraisal targets reflect these priorities
- School leaders write personal plans detailing the actions to support the priorities, monitored by senior leaders
- Governor visits
- Visits by external professionals
- Results of parent, staff and pupil questionnaires
- The plan is shared with the whole school community and beyond through the website, displays and newsletters

Priorities for Success

Sub-committee	*Aim*	*How will we know when we have achieved this aim?*	*Evidence provided to governors to monitor aim*
Standards	Consistently good or better teaching	• PLP data consistently 2+ in all areas • Any external reporting grades quality of teaching, learning and assessment as at least good	• Phase level PLP data • External reports
	Narrow achievement gap between identified vulnerable groups (including pupil premium and SEND) children and their peers	• Detailed analysis of cohorts and groups to ensure all vulnerable groups are identified • Focussed, evidence-based application of pupil premium funding • Development of a clear, staged inclusion offer including robust system for evaluating impact for individuals and groups • Vulnerable group gap closes (KS1-KS2 progress) against all pupils nationally, appropriate group nationally and non vulnerable pupils in school	• Termly progress and attainment data for groups by Year group • Southwark Super School Profile • ASP and ASDR
Resources	Excellent and sustainable financial management of the expanded school.	• Three year budget created covering scenarios for under-occupancy and changes to the DfE school funding formula • Development of options to make sustainable and value for money savings • Overspend is reduced and ultimately eliminated	• Regular, accurate, detailed budget reporting
Children, families, community	Creating an accessible school environment which fosters parent/carer engagement with children's learning and wellbeing across our diverse school community	• Engagement policy agreed outlining commitment to a range of robust, targeted parental engagement strategies that support pupil learning and wellbeing • School attendance will be above national average for groups as well as for all pupils • Variation on extended services offer reflect parental feedback • Increased usage of the school premises by the local community	• Pupil school attendance data • Parent and pupil survey data • Analysis of parent/pupil attendance at meetings, extended services etc.

Headline Targets 2019

EYFS GLD:	80%

Year 1 Phonics:	90%	Year 2 Phonics:	98%

End of KS1	%	Reading	Writing	Maths	Combined RWM
	ARE+	85%	80%	85%	75%
	GD	35%	28%	30%	15%

End of KS1 - disadvantaged	%	Reading	Writing	Maths	Combined RWM
	ARE+	70%	70%	70%	70%
	GD	30%	30%	30%	30%

End of KS2	%	Reading	Writing	Maths	SPaG	Combined RWM
	ARE+	80%	80%	80%	80%	75%
	GD	35%	25%	35%	45%	25%
% typical progress+		95%	95%	95%		
% rapid progress		25%	25%	25%		

End of KS2 - disadvantaged	%	Reading	Writing	Maths	SPaG	Combined RWM
	ARE+	76%	71%	76%	76%	71%
	GD	18%	18%	18%	18%	18%
% typical progress+		95%	95%	95%		
% rapid progress		30%	30%	30%		

Other Key Targets and Milestones Sept 2018 – July 2019

Phonics

The % of EYFS and KS1 children to meet and exceed age-expected levels in Phonics

EYFS	% July '19	KS1	% July '19
YN, phase 1+	85%	Y1, threshold (phase 5)	85%
YR, phase 4	85%	Y2, test retakes	98% (2 children)

Reading, Writing and Maths - attainment

Ultimately we are aiming for a minimum of 85% working at the expected level or more

		by December '18			by March '19			by July '19		
		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
KS1	Y1	80%	80%	80%	83%	83%	83%	85%	85%	85%
	Y2	78%	78%	78%	82%	82%	82%	85%	85%	85%
KS2	Y3	86%	84%	86%	88%	87%	88%	90%	90%	90%
	Y4	82%	80%	86%	83%	83%	88%	85%	85%	90%
	Y5	80%	70%	75%	82%	72%	78%	85%	75%	80%
	Y6	75%	65%	75%	77%	70%	77%	80%	80%	80%

NB green indicates target met

Reading, Writing and Maths - progress

		% expected progress+ July '19			% rapid progress July '19		
		Reading	Writing	Maths	Reading	Writing	Maths
KS1	Y1	95%	95%	95%	15%	15%	15%
	Y2	95%	95%	95%	15%	15%	15%
KS2	Y3	95%	95%	95%	15%	15%	15%
	Y4	95%	95%	95%	15%	15%	15%
	Y5	95%	95%	95%	15%	15%	15%
	Y6	95%	95%	95%	25%	25%	25%

Attendance

	Overall	Pupil Premium	SEND
%	96.5%	96%	96%

Overview of SDP Key Priorities 2018-2019		
SDP Focus	***Development Area***	
Effectiveness of Leadership and Management	• To improve the school's financial sustainability • Greater positive engagement of parents that supports pupil learning and wellbeing particularly of vulnerable groups • Development of leadership team	Section 1
Quality of Teaching, Learning and Assessment	• Secure consistency of good or better TLA within phases and across the school • Extend PLP approach to support staff • Embed a wider range of inclusive strategies into quality first teaching • Improve quality of TLA in all foundation subjects	Section 2
Pupil Outcomes	• Priority whole school groups – progress of SEND and PP pupils • Priority year groups – Years 5 & 6	Section 3
Personal development, behaviour and welfare	• Ensure attendance is above national average for groups as well as for all children • Improve quality of playground provision to allow pupils to play actively, creatively and inclusively • Establish procedures to improve transitions between phases	Section 4

Section 1	Effectiveness of leadership and management				
Development Area	*Strategies*	*Success Criteria*	*Lead*	*Timescale*	*Evaluation*

Improve the school's financial sustainability	• Introduction of more effective financial controls, culture and systems
	• Agreement of financial recovery plan
	  o Regular meetings with LA
	  o Use of governor expertise
	• Secure regular lettings using Schoolspace to manage evening & weekend use
	• Pupil and sport premium strategies reviewed to secure even greater impact on outcomes
	• External pupil premium review
		• Three year budget created covering scenarios for under-occupancy and changes to the DfE school funding formula
		• Overspend is reduced and ultimately eliminated
			Govs & HT	Aut 1
				
				Aut 1
				
				Ongoing
				
				Aut 2
				
				Spr 2	

Greater positive engagement of parents that supports pupil learning and wellbeing particularly of vulnerable groups	• Identify target families in each class to improve attendance at meetings • Launch new website • Develop parental engagement policy	• Parent feedback from questionnaires is positive and improved from 2017/18 • Increased number of opportunities for parents to be involved	SLT CompLead	Spr 2 Ongoing Aut 2	
Development of leadership team	• Training for new to role SENDCos (PG Cert in SEND) • Training for senior leaders on a rolling programme (2018-19 NPQSL for VR and RF, 2019-20 for HE) • Embed new structure to enable greater capacitygive clarity to roles and line management • Broaden opportunities for leaders to work with other schools (peer review,	• SENDCos and SLT to achieve national qualification • School runs smoothly on a day to day basis • School leaders are confident in their roles which lead to improvements in children's learning,	HT	Ongoing	

	moderation, leading workshops etc) • Ongoing coaching for HT • DHT (TLCA) oversee curriculum action plans & leads implementation of TLCA monitoring cycle • Fortnightly 1:1 meetings between HT and SLT	quality of teaching and outcomes	DHT (TLCA) HT		

Section 2	Quality of teaching, learning and assessment				
Development Area	*Strategies*	*Success Criteria*	*Lead*	*Timescale*	*Evaluation*
Secure consistency of good or better TLA within phases and across the school Extend PLP approach to support staff	• Robust induction of new staff of TLA policy and expectations • Development of Ivydale TLA handbook to incorporate all relevant documents • Job share agreement in place • Model lessons by outstanding teachers in school and at other schools • Targeted improvement plans when teaching needs improvement • Build on outcomes from EEF MITA project recommendations • In house and external CPD • Monitoring of PLP process to ensure consistency of judgments • NB please refer to all subject and inclusion action plans	• PLP data consistently 2+ in all areas • Any external reporting grades quality of teaching, learning and assessment as at least good • Children's progress over time is clearly evidenced in books • Good progress demonstrated in end of KS data and across the school (see key targets and milestones)	DHT (TLCA)	Aut 1 Spr 2 Aut 1 Ongoing Ongoing Ongoing Ongoing Ongoing	
Embed a wider range of inclusive strategies into quality first teaching	• Review current provision • Introduction of inclusive practice checklists for all SEND areas • Ongoing CPD for all staff • Use of evidence based effective interventions only • NB please refer to all subject and inclusion action plans	• Good progress being made by SEND children (75%+ SEN SS making at least typical progress) • Feedback from parent annual survey positive	DHT (INC)	Aut 1 Aut 2 Ongoing Aut 2	
Improve quality of TLA in all foundation subjects	• Introduction of skills and objectives sheets to support planning and assessing foundation subjects • Introduce the new Southwark SACRE agreed syllabus • Introduce parental engagement event	• Consistent approach to planning and assessing foundation subjects • Lessons and books evidence at least	DHT (INC)	Aut 2 Aut 2 Spr 1	

	into each topic to replace class assemblies • NB please refer to TLA action plan	good progress • Evidence of new RE syllabus being taught and progress is evident in books • Parent feedback positive about engagement with curriculum and learning			

Section 3	Pupil Outcomes				
Development Area	*Strategies*	*Success Criteria*	*Lead*	*Timescale*	*Evaluation*
Priority whole school groups – progress of SEND and PP pupils	• Use outcomes of peer review to improve inclusion offer • Development of a clear, staged inclusion offer including robust system for evaluating impact for individuals and groups • Provision mapping monitors impact of interventions • NB please refer to all subject and inclusion action plans	• Vulnerable group gap closes (KS1-KS2 progress) against all pupils nationally, appropriate group nationally and non vulnerable pupils in school (see key targets and milestones, also awaiting ASP data as benchmark)	DHT (INC)	Ongoing	
Priority year groups – Years 5 & 6	• Assessment cycle ensures rigorous tracking, monitoring and targeting by CTs, PLPs and SLT • Non-negotiable attainment and progress targets for all year groups • Maintain raising achievement teacher in Year 6 teaching 3 mornings a week and providing targeted group and individual interventions 3 afternoons a week • Phase 2 AHT to provide targeted group and individual interventions 3 afternoons a week in Year 5 • NB please refer to all subject and inclusion action plans	• Progress over time is clearly evidenced in books • Good progress demonstrated in end of KS data and across the school (see key targets and milestones)	DHT (TLCA)	Ongoing	

Section 4	Personal development, behaviour and welfare				
Development Area	*Strategies*	*Success Criteria*	*Lead*	*Timescale*	*Evaluation*
Improve attendance of identified groups	• Review attendance policy and communicate with parents • Attendance and punctuality to be discussed at all safeguarding team meetings • Half termly meetings with parents of children whose attendance has dropped or is dropping – support plan to be agreed • Regular visits by EWO and also TAS meeting with EH team • Effective reward system introduced that is embedded in values	• Overall attendance above national (target - 96.5%) • Attendance of identified groups at least in line with (national target – 96%)	HT	Aut 1 Ongoing Ongoing Ongoing Aut 2	
Improve quality of playground provision to allow pupils to play actively and creatively	• See separate OPAL action plan focused on Phase 1 playground	• Pupils share positive opinions of playground provision • School achieves platinum play award	AHT (P1)	Ongoing July 2020	
Establish procedures to improve transitions between phases	• Identify what is currently working well • Consult over improvements • Agree procedures, monitor and refine	• Parent questionnaire shows improvement in response	AHT (P2)	Aut 2	