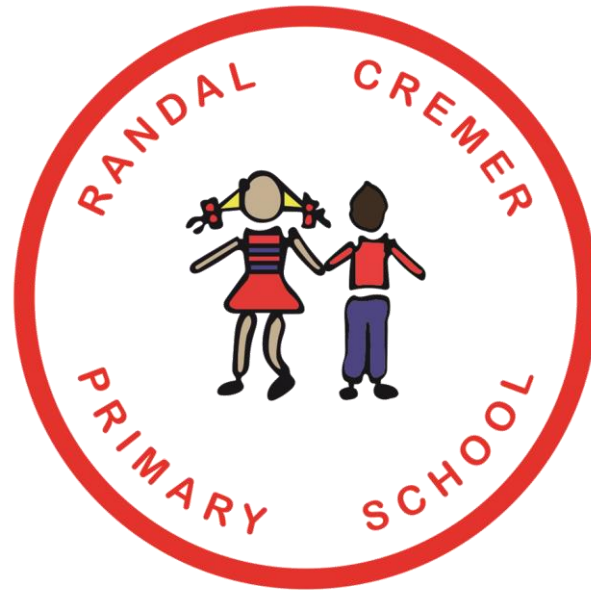# 1 School Development Plan 2015–2018

Everybody Excelling, Every Day. No Excuses!

Date presented to GB:

<u>**Note**</u>
To be read alongside:
- SEF
- SIP Reports

Our Vision:

Every Child will leave Randal Cremer able to excel academically and socially.

Our Mission:

Pupils at and from Randal Cremer will demonstrate in their social and academic life our core values of love, teamwork, respect, high expectations and equality. Barriers to achievement will not be as used as an excuse for failure but as an imperative for all stakeholders to try even harder to ensure that no child leaves Randal Cremer at a disadvantage when compared to their peers.

Rationale:

The pupils of Randal Cremer come from a wide range of backgrounds. We are situated in an area with high indicators of poverty contrasted with pockets of affluence and growth. We have a high percentage of pupils entitled to PPG, (75% in some year groups) and also a number of families who are not entitled to Pupil Premium but who are living on low incomes. Our community is diverse with a range of cultural and ethnic backgrounds. In developing our Strategic Imperatives for our school we looked closely at what we want for pupils at and from Randal Cremer. We recognise that the world they are growing up in is rapidly changing and that we do not even know what jobs they might have in the future. We therefore felt it important to look closely at the skills and traits we feel will help our pupils excel in the 21st century.

Additionally, as a school we believe strongly that school improvement cannot be brought about by turning inwards, rather we should be working with and alongside other schools, community organisations, universities and employers to develop a learning community that strives to bring opportunities to all our stakeholders and ensures that no child is overlooked or left behind.

From this we created the Strategic Imperatives for where we would want our school to be in 3 years times. We then worked backwards to develop five strategic imperatives for the coming year to help us map the journey to good or better.   As part of the school self-evaluation, this will be reviewed termly.

What do we want for a Randal Cremer pupil?

Growth Mindset	Responsible for their own behaviours and learning	Understand Rights and Responsibilities	Problem Solving	Community Minded
Resilience	Independence	Appreciate our Values	Creativity	Loving
Perseverence	Knowing their own minds	Team Member	Engaging in feedback	Have character
Risk Taking	Engaged in learning	Flexibility	Analytical	Have spirit
Courageous	Loving and Enjoying Learning	Respectful	Ambitious	Unique
Patience	Curiosity	Social Awareness	Able to use technology safely, to engage in learning	Having a conscience
Reflective	Taking on other views	Having opinions	Collaborative	Confidence
Independence	Skilled	Empathetic	Questioning	Being able to speak standard English

Background Priorities from OFSTED Report – June 2016

1. Develop the curriculum beyond the core subjects of reading, writing and mathematics, by:
   a. reviewing the schemes of work for 'topic' and science
   b. creating more opportunities to develop drama and art
   c. embedding the new Spanish courses in key stage 2.
2. Ensure that there is a range of opportunities for parents' views to contribute to the school's planning so that they are more involved in the next phase of the school's development.
3. Strengthen leadership and management by providing opportunities to develop the expertise of new middle leaders so that the best practice that has been established in the core subjects runs through all curriculum areas.

Focussed Priorites identified by the school:

4. Ensure outcomes for all pupils are consistently improving but especially for disadvantaged pupils.
5. Ensure the quality of teaching, learning and assessment continues to develop by enabling staff to reflect on and debate the way they teach through coaching, mentoring and rigorous Performance Management.
6. To place language development and ability to use academic language central to the school's approach to learning.
7. To ensure pupils are self-disciplined and able to regulate their own behaviour and demonstrate understanding of e-safety.
8. EYFS to be outstanding by end of academic year (see separate action plan)

Strategic Imperatives to be realised over the next 3 years.	Success Criteria
1. **To be externally and internally assessed as outstanding.** 2. **To work collaboratively with one another, primary schools, secondary schools, further education, universities, businesses and the community in order for our pupils to be equipped for the next stage in their learning.** 3. **To be a learning community for all members of our school.** 4. **To have an inclusive, innovative curriculum that equips pupils for the 21st Century.** 5. **All stakeholders are committed to a culture that enables all pupils and staff to excel and sets unwavering high expectations for the conduct of everyone involved.**	1. **School is judged as Outstanding by OFSTED, parents, staff, pupils, HLT, GB and any other agencies.** 2. **School has effective and wide ranging links and systems in place that enables all stakeholders to thrive and promotes the spiritual, moral, social and cultural development of all pupils.** 3. **All stakeholders are engaged in learning that develops, consolidates and deepens knowledge, understanding and skills and demonstrates a Growth Mindset that ensures fear of failure does not prevent participation.** 4. **Reading, writing, oral language and mathematics are embedded in a broad and balanced curriculum that enables all pupils to develop a love of learning, constantly strive to improve further and equips them for life in the 21st Century.** 5. **All relationships, communication and conduct is exemplary.**

	Success Criteria

YEAR 2:
 	
Strategic Imperative July 2017-July 2018
1. *To be a great school for our entire community*
 	
2. *To further develop the existing relationships between various partners:*
   a. *Parents/ Carers*
   b. *Secondary schools both in and outside of the Borough*
   c. *Primary Schools both in and outside of the Borough*
   d. *Voluntary Organisations including London Citizens –*
   e. *ITT – DHT*
   f. *Partner teachers and Phase teams within school.*
3. *To further develop and involve the school community in a Randal Cremer approach to inclusive, quality first teaching that is based on shared pedagogy and instils a 'Growth Mindset' approach to learning and assessment. SLT*
 	
4. *To have a broad and balanced curriculum map in place that embeds maths, reading, writing & oral development and to embed a thoughtful and wide-ranging curriculum that promotes pupils' spiritual, moral, social and cultural development and their physical well-being and understanding of e-safety equipping pupils for 21st*
5. *To further develop consistent, effective, transparent lines of communication ensuring that all stakeholders, including parents, are engaged in the next stage of the school's development.*
	1. *School is judged as good with outstanding features by OFSTED, HLT, pupils, parents, GB, HLT and any other agencies visiting the school.*
	2.
	   a. *All pupils makes good progress from their starting point and standards of attainment and readiness for the next stage of their education are improved through the robust use of accurate, moderated assessment to inform next steps in pupil's learning and social development.*
	   b. *Parents understand how well their child is progressing in all areas of the curriculum and socially and are supported to help their child improve.*
	
	3.
	   a. *100% of teaching is good or better across the school and the wider curriculum.*
	   b. *Members of the school community reflect and debate on the way they teach and are motivated to take risks and innovate if it is right for the pupils.*
	
	4. *A relevant curriculum map is in place that challenges pupils and promotes curiosity, resilience and interest.*
	
	5.
	   a. *Consistency in all documentation, including presentation of pupil information.*
	   b. *All meetings calendared and agendas set in advance.*
	   c. *Lines of accountability are clear and followed by everyone.*
	   d. *The language used by all members of the community reflects the school's core values.*
	   e. *Parents are actively engaged in the process of the school's development through both evaluation and planning.*

Appendix to include - MSER

Glossary			
RC	Randal Cremer	EYFS	Early Years Foundation Stage
HLT	Hackney Learning Trust	R	Reading
GB	Governing Body	W	Writing
C of G	Chair of Governors	M	Maths
HT	Headteacher	RWI	Read Write Inc
DHT	Deputy Headteacher	SDP	School Development Plan
AHT	Assistant Head	SEF	Self-Evaluation Form
AHT C	Assistant Head for Curriculum	PM	Performance Management
AHT I	Assistant Head for Inclusion	RAP	Raising Attainment Plan
SBM	School Business Manager	PPM	Pupil Progress Meeting
SLT	Senior Leadership Team	AP	Assessment Point
SL	Senior Leader	AWL	Assessment Without Levels
LP	Lead Practitioner	GLD	Good Level of Development
CSL	Core Subject Leaders	PRAP	Phonics Raising Attainment Plan
ML	Middle Leader	AFL	Assessment for Learning
CT	Class Teacher	SEND	Special Educational Needs
NQT	Newly Qualified Teacher	MSER	Monitoring Schedule Evaluation Review
CS	Cover Supervisors	CPD	Continuing Professional Development
EWO	Education Welfare Officer	PSHE	Personal Social Health Education
LM	Learning Mentor	SMSC	Social Moral Spiritual Cultural Education
HSLO	Home School Liaison Officer	LIs	Learning Intentions
MMS	Midday Meals Supervisor	SCs	Success Criteria
PTA	Parent Teacher Association		

Headline – Pupil Information

%	below	exp	exc	APS
Reading	11	60	29	2.2
Writing	16	67	17	2
Number	18	51	31	2.1
SSM	11	49	40	2.3
Total APS				37.4
GLD				78

Year 1 Phonics Screening

	Phonics Screening
All (46)	89%
Girls (18)	94%
Boys (28)	86%
PPG (19)	89%
TKC (10)	70%
BCRB 6)	70%

Year 2 Outcomes

	Reading		Writing		Maths	
	EXS	GDS	EXS	GDS	EXS	GDS
All (57)	75%	40%	73%	30%	81%	28%
Girls (29)	72%	48%	72%	31%	76%	24%
Boys (28)	75%	32%	71%	29%	86%	32%
PPG (33)	79%	45%	76%	36%	79%	24%
TKC (10)	80%	30%	70%	40%	70%	50%
BCRB (6)	50%	33%	50%	17%	67%	17%

Year 6 Outcomes

	Reading	Writing	GPS	Maths
	EXS	EXS	EXS	EXS
All (58)	78%	80%	84%	76%
Girls (25)	88%	81%	88%	72%
Boys (33)	79%	79%	82%	79%
PPG (33)	83%	85%	88%	80%
TKC (9)	78%	78%	89%	89%
BCRB (7)	71%	71%	71%	57%
BCRB Boys (4)	50%	50%	50%	50%
White English (3)	100%	100%	100%	67%

Background Priority	Monitoring Methods

1. Develop the curriculum beyond the core subjects of reading, writing and mathematics, by:
   a. reviewing the schemes of work for 'topic' and science
   b. creating more opportunities to develop drama and art
   c. embedding the new Spanish courses in key stage 2.
	• *Observations records*
	• *Book scrutiny*
	• *Learning Walks*
	• *Lesson Study*
	• *CPD records & evaluation*
	• *Teaching Profile*
	• *Planing scrutiny*
	• *Pupil Voice*
	Report to Curriculum Committee

Actions	RAG	*Timescale*	*Person Responsible*	*Cost / Resources*	*Success Criteria inc links to inspection framework*
1a. - Ensure curriculum coverage through careful review of existing curriculum - Produce a relevant curriculum for our pupils that also celebrates and exploits are local and wider area - Ensure children are being taught skills including geographical, historical and enquiry based learning. - Ensure cross curricular links and connections are made especially between reading and topic and maths and science. - Develop moderated assessments of pupils' achievements against national curriculum objectives		*Sept 2017-July 2018*	*EE/VH*	*1 hour per week subject leaders release time, £3420* *Class visits / workshops £8,000*	• The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. • Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. Milestones: - Each half term – subject leaders report to SLT - Termly reports to curriculum committee - Pupil voice survey - Wk 2 – planning scrutiny
1b - Continue to develop the 'Drop Down' Curriculum ensuring the focus is on skills and progression - Monitor pupil participation to ensure they have access to all areas of the wider curriculum		Sept-July 2018	DHT	Resourcing £3000	• The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. • Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. Milestones: - Each half term – subject leaders report to SLT - Termly reports to curriculum committee - Pupil voice survey - Wk 2 – planning scrutiny
1c - Ensure more than one cover supervisor is able to teach Spanish - Continue to develop spoken Spanish is year 3 & 4 and more written Spanish in yr 5 & 6 - Raise profile of Spanish Days across the school and with parents. - Develop links with local Secondary Schools to develop quality of teaching and learning. - Continue to share good practice from Spanish Forum with all staff.		Sept – July 2018	MFL Lead	Release time for RS £1710	- Spanish Teaching is good or better - MFL leader is demonstrating good pr better leadership of her subject. Milestones: - Each half term – subject leaders report to SLT - Termly reports to curriculum committee - Pupil voice survey - Wk 2 – planning scrutiny

- MFL Leader to attend forums and feedback to cover supervisors					

Background Priority					*Monitoring Methods*

2. Ensure that there is a range of opportunities for parents' views to contribute to the school's planning so that they are more involved in the next phase of the school's development.

Monitoring Methods
- *Parent Survey*
- *Register of Attendance*
- *Parent Governors meeting attendance records*
- *Ensure parents ideas contribute to workshop planning and delivery.*
- *Report to Curriculum Committee*
- *Monitor of parent information sheets from parents' evening*
- *Monitor use of Education City*

Actions	RAG	*Timescale*	*Person Responsible*	*Cost / Resources*	*Success Criteria inc links to inspection framework*
2a. Hold half termly parent forums with a key focus		*Begin Autumn 17*	*JR*	*£200.00 for tea and coffee*	• Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. • Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve. • Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare. • Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home. Milestones: Termly review of attendance in school events Annual Parent Surveys Termly focussed parent surveys. Fundraising targets achieved
2b. Deliver a range of workshops to support parents understanding of curriculum including SRE, Home Learning, EYFS, Subject Specific. Give parents more regular access to classrooms and interventions eg. bring a male to school day, Speech &Language intervention groups.		*Begin Autumn 17*	*AHT (CM)*	*£200 for refreshments. Release time for eladers to deliver workshops £1500*	
2c. Make Termly Parents Evenings opportunities to showcase wider curriculum learning eg. Work displays/galleries/Information Points.		*Begin Autumn 17*	*DHT*		
2d. Set up an effective PTA that runs fund raising activities and volunteer days in school.		*Begin Autum 2017*	*SLT*		

Background Priority					*Monitoring Methods*

3. Strengthen leadership and management by providing opportunities to develop the expertise of new middle leaders so that the best practice that has been established in the core subjects runs through all curriculum areas.

Monitoring Methods
- *Monthly Meetings – minutes and action log*
- *RAG of individual Action Plans*
- *Learning Walk across all subject areas*
- *Planning/Assessment scrutiny*

Actions	RAG	*Timescale*	*Person Responsible*	*Cost / Resources*	*Success Criteria inc links to inspection framework*
3a. Develop coaching/mentoring further so that new Senior Leaders are able to coach/mentor less experienced leaders.		*From Autumn '17*	*HT/DHT*	*Release Time for leaders £5,900*	• The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period. • Incisive evaluation of the impact of staff's practice leads to rigorous Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school. • The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. • Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work. Milestones & Success Criteria:
3b. Ensure middle leaders know their subject well and are able to describe their impact through ensuring: - Accurate assessment information enables MLT to identify strengths and weaknesses across the school - They are informaed about their subject area and attend appropriate forums and training - Robust monitoring of individual subject areas to ensure curriculum delivery provides opportunities for SMSC and BritishValues.		*From September 2017*	*DHT*		
3c. Ensure succession planning is in place for middle leaders and SLT through leadership development coaching and CPD		*From January 2018*	*HT*	*£2500*	

					100% of Middle (Subject) leaders are judged as good or better by January 2018 40% of foundation subject leaders show the capacity to be outstanding leaders by July 2018

Focusses Priority
    4. Ensure outcomes for all pupils are consistently improving but especially for disadvantaged pupils.
	Monitoring Methods:
	  - Pupil Progress Meetings
	  - Standardised Testing outcomes
	  - Teacher Assessment
	  - Learning Walks and Book looks

Actions	RAG	Timescale	Person Responsible	Cost / Resources	Success Criteria inc links to inspection framework
4a. Use pupil information to identify gaps and plan intervention which is measured for impact 4b. Carry out standardised testing across yr 2-6 twice a year 4c. Ensure teaching is secure across all year groups through targeted coaching, mentoring and CPD 4d. Provide release times for teachers in yr 2 and yr 6 to carry out moderated accurate teacher assessment every 2 weeks, ensuring gaps are quickly identified. 4e. Ensure all other year groups are using SIMS to accurately record children's learning and then plan for addressing gaps. 4f. Participate in Teacher Research Groups for Mastery In Maths and internally set up ones for other subject aras 4g. Deliver CPD and follow up on stretch and challenge for all pupils, identifying the barriers for disadvantaged pupils. 4h.Ensure Debatemate takes place in year 5 and particupate in Yr 6 Debating through HTSA		On going	SLT		• Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. • The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics. • Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally. • Throughout each year group and across the curriculum, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. • The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points. Milestones & Success Criteria: 80% of pupils in all year group are working at age expected. 100% of pupils make good or better progress

5. Ensure the quality of teaching, learning and assessment continues to develop by enabling staff to reflect on and debate the way they teach through coaching, mentoring and rigorous Performance Management.					Monitoring Methods: - Learning Walk - Teacher Research Groups - Pupil Progress Meetings and end of year outcomes for pupils - PM records - Book Looks -
Actions	RAG	Timescale	Person Responsible	Cost / Resources	Success Criteria inc links to inspection framework
5a. All teachers and support staff to audit themselves against Professional Standards and self identify development points. 5b. Teachers not to be graded using OFSTED language – rather emerging, developing, secure. (Encourage teachers to look at chartered status) 5c. Teachers to work in groups, pairs or individually on areas that link to SDP and their own questions about practice. 5d. Ensure CPD is high level and pitched appropriately to engage interest.		October 2017	SLT	Time for Performance Management	• Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school. • Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. • Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. Milestones & Success Criteria: 100% of teaching staff are secure in their teaching and the children's learning. 100% of support staff are developing skils and expertise needed to deliver effective intervention and where appropriate deliver whole class teaching. 100% of non-class based teaching staff are secure in delivering high quality interventions with 70% secure in whole class teaching.
6. To place language development and ability to use academic language as central to the school's approach to learning.					Monitoring Methods: - Learning Walk - Teacher Research Groups - Pupil Progress Meetings and end of year outcomes for pupils - PM records - Book Looks - Plannng Scrutiny
Actions	RAG	Timescale	Person Responsible	Cost / Resources	Success Criteria inc links to inspection framework
6a. CPD into the academic language structures and promoting oracy across the school. 6b. TRG set up researching questions around language development/academic language. 6c. Whole school to understand the importance of using standard English when working with children through CPD and feedback after monitoring. 6d. Teachers to include language and vocabulary focus in all planning. 6e. Ensure both Yr 5 s and Yr'6 are involved in debating.		January 2017	SLT	£800.00 resources and time for CPD	• Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. • Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. • Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults. Milestones & Success Criteria: - The vast majority of pupils are able to discuss and debate articulately - The vast majority of children understand the importance of good spoken and written English. The use of academic language begins to inform writing and the way in which children share ideas and information. - 100% of planning includes academic language structure and 'goldilocks' vocabulary. 60% 0f children in Yr 5 and Yr 6 participate in debating outside of school hours.

7. To ensure pupils are self-disciplined and able to regulate their own behaviour and demonstrate understanding of e-safety.	- Attendance registers - Lesson monitoring – timetable checks - Records of attendance on 'jobs' - Learning walks - Late gates and home visits when appropriate

Actions	RAG	Timescale	Person Responsible	Cost / Resources	Success Criteria inc links to inspection framework

7a. Develop roles and responsibilities across the school including Dining Hall, playground, library etc.
 	
7b. Embed circle time across all classes.
 	
7c. Ensure expectations are taught explicitly at the start of eac year and revisited.
 	
7d. All children to receive lessons on keeping safe on line and sign a class contract to use internet and social meida safely. Any children bringing mobile phones to school must sign an acceptable use policy.
 	
7e. Improve attendance and persistant absence to target of 97% through:
   - Every 3 weeks holding attendance update meetings
   - Targetted family meetings
   - No authorised absences
   - Celebrating children who achieve the target attendance.
					• Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
					• Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
					• Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
					• Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
					
					97% of pupils attend school daily and on time
					
					100% of lessons show good or better behaviour for learning
					
					Any e-safety issues are reported and there are no exclusions for cyber bullying.