

**Everybody Excelling, Every Day. No Excuses!**

## School Development Plan

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Agreed Standards Committee:  
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## 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 21<sup>st</sup> 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.

## 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
Perseverance	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

End of Year Outcomes – Headlines 20180219

EYFS

	GLD	GLD Exceeding
All (35)	71%	17%
PPG (8)	88%	25%

Yr 1 Phonics Screening

	Yr 1	Yr 2
All (37)	81%	37%
PPG (14)	72%	37%

KS1 End of Yr 2


	Reading Age Expected +	Reading Greater Depth	Writing Age Expected +	Writing Greater Depth	Maths Age Expected +	Maths Greater Depth
All	82%	29%	76%	24%	78%	27%
PPG (14)	71%	29%	64%	29%	71%	29%

KS2 End of Year 6

	Reading Age Expected +	Reading Greater Depth	Writing Age Expected +	Writing Greater Depth	Maths Age Expected +	Maths Greater Depth	SPAG Age Expected +	SPAG GDS
All	80%	20%	87%	18%	81%	29%	87%	48%
PPG (14)	75%	29%	93%	18%	79%	35%	86%	50%
National	73%		78%		79%		78%	

RWM 71% National 65%

PPG 74%

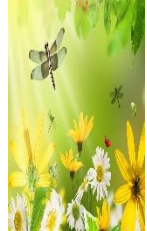
	Focussed Priority 1	RAG	Focussed Priority 2	RAG	Focussed Priority 3	RAG	Focussed Priority 4	RAG	Focussed Priority 5	RAG	Focussed Priority 6	RAG
July 2019 July 2020	To improve outcomes for pupils through expert Quality First Teaching.		To embed a shared understanding of 'fluency' across all areas of the curriculum.		To embed a wider curriculum that is inclusive for all pupils.		To develop ethical leadership at all levels.		To involve parents in their children's education including understanding how to keep children safe on line, how to support learning and how they can contribute to the school community		To embed an EYFS curriculum that provides no limits or barriers to children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.	
 Autumn	Develop a Teaching Curriculum for Randal Cremer that ensures teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.		Ensure that teachers at all levels are clear about the purpose of our focus on fluency and the impact it has on children's achievements.  Introduce Bringing Words to Life and vocabulary work as underpinning our curriculum.		To develop subject leaders that are able to articulate what children will learn, know and remember.  To understand the impact of mental health and trauma on children's learning and make reasonable adjustments for this in planning.  For subject leaders to apply learning from Teaching Curriculum to their specific subject areas.  To develop a curriculum that reflects our school community.		Define what ethical leadership means at senior level.  Share across school and ensure that all decisions are based on what we want for our children.		Introduce child and parent workshops on a range of e-safety areas. Family Maths Project, training for key staff and roll out. Young black men project – understanding how to build cultural capital within our community. Ensure Home Learning is consistent across each phase. Black History Month to be first half term focus. Set up PTA in Autumn 2 Recruit 2 new parent Governors.		To develop EYFS 'vision' and curriculum and ensure that all EYFS facilitators are working towards a shared goal.  Establish ongoing assessment routines in Reception and introduce same practice in Nursery.  Focus EYFS Phase CPD on facilitators' interactions with children and how these can support children's progress and confidence.	
Review	CPD has been carefully planned. The school has introduced pre-reading and workbooks to encourage relection, deliberate practise and engagement with research. From generic CPD – the school will be continuing to explore the science of learning and also begin to move towards more subject specific CPD later in the Spring Term and then in Summer.		The twilight for the work on vocabulary was well received by all staff. This will be a focus for monitoring in the Spring Term.  Observations from learning walks and drop ins show children responding in fuller sentences and an increased awarenesss of the impact of vocabulary on children's learning.		Subject leaders have taken on board the changes to the OFSTED framework and are beginning to develop better understanding about that knowledge they want children to gain in their subject areas. The learning journey has been mapped and knowledge organisers will be rolled out this Spring term.  All staff took part in the attachment and trauma training.  The curriculum continues to be developed so that our children see themselves reflected in the literature and the history we teach. A		The model has been shared across school and there is increased awareness of how our values should be used in decision making.  The school will be working with the NGA as a pathfinder school for ethical leadership.		A parent group has been established and they are actively trying to recruit more parents. Family maths project was successful and we will be running a family reading project this term. Home learning is carefully monitored and the project learning is becoming increasingly valued by parents and children.		EYFS have a shared vision to the rest of the school but we have added additional animal characters to make it child friendly. This will be revisited in the Spring Term.  Assessment in Reception and Nursery is consistent.  CPD is ongoing.	



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				BAME mentor/reading group will start in January with UBS employees from BAME background and books have been ordered to support this.					
 Spring	<p>Focus on effective planning, marking and feedback to move children's learning on.</p> <p>Deliver CPD building on the Learning Curriculum training and ensuring that teachers are taking into account how children learn when setting objectives and assessing learning.</p>		<p>To ensure that Tier 2 words are being planned for and teachers are raising the profile of vocabulary across the curriculum.</p>	<p>To identify areas of strength in the curriculum and areas to further develop.</p> <p>Continue to work with UBS and The Bridge on music provision.</p> <p>Roll out knowledge organisers, ensuring that all staff, children and parents understand the purpose.</p>		<p>Continue to work with NGA.</p> <p>Ensure leadership at all levels puts children first.</p> <p>Develop a new leadership structure to accommodate staff either going on maternity or returning.</p> <p>Develop middle leaders into leading a core subject,</p>		<p>Continue to work with parents to parents group.</p> <p>Develop a listening campaign with Citizens UK.</p> <p>Work with staff on how to communicate with parents effectively, including support staff running interventions.</p> <p>Work with HLT on developing home reading programme.</p>	<p>Ensure that systems are secure and in place for when EYFS leader goes on maternity leave.</p> <p>Identify members of staff to take on different aspects of the leadership.</p> <p>Ensure that the outdoors is as effective as the indoors.</p> <p>Secure EHC plans for children with ASD.</p>



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