



**School Development Plan  
2015 – 2016**



# School Development Plan 2015-2016

## Introduction

The School Development Plan shows the school's priorities for improvement and development over the next year and beyond. It has been written with the aim of ensuring that the priorities identified will improve the experience the school offers to all of its community and that it provides for the needs of all the children emotionally, socially and academically, impacting positively on the standards they attain.

The School Development Plan has been structured under the four Ofsted headings:

- Leadership and Management
- Behaviour and Safety
- Quality of Teaching
- Achievement
- EYFS

The 2015-16 priorities for development and improvement are based on the following:

- The schools Ofsted report September 2015
- Analysis of the current strengths of the school and areas/opportunities for enhancement
- Analysed Raise Online data together with progress data across the school.
- Analysis of current innovations and latest strategies in the delivery of high quality education
- Shared best practice from other schools.
- Observations, monitoring and evaluation
- Performance Management of staff

The School Development Plan has been constructed through discussion and workshops involving staff, governors, parents and children (although unfortunately the children's wish for a pig and a pony has again not made the plan.)

While we accept that there may be need throughout the year to change our priorities and amend our planned actions, we anticipate that monitoring and evaluation will show our success criteria being met to the benefit of the school community.

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### Ongar Place Primary School



Ongar Place is a lively and motivated community which prides itself on its enthusiastic and positive attitude to learning and its inclusive nature. Our aim is that the children should leave Ongar Place independent and self-confident and eager to continue their learning.

Ongar Place is a small primary school and we value every member of our school community. We are committed to learning and academic progress but we believe that our responsibility to each child is to identify and nurture their different gifts. We aim to help them to develop the resilience and the skills to embrace opportunities and overcome challenges. All our staff are dedicated to building good relationships with our children. We want to ensure everyone flourishes academically, socially and personally while having fun and enjoying some memorable moments!

September 2014 saw Ongar Place become an all through one-form entry Primary School for the first time since its conversion from an infant school. All of our classes are currently full and we are over subscribed for

entry into Reception. The National Curriculum 2014 and Assessment without Levels has thrown up many opportunities and challenges and as a school we remain committed to embracing the best of practice in order to benefit our children.

Ongar Place was described by OfSTED in 2015 ‘...teaching is good and pupils make good progress across the school’, ‘Pupils are happy and enjoy school’, ‘Teachers have high expectations for pupils’ ‘Pupils have positive attitudes to learning’’. Our self-evaluation evidence upholds this judgement and also shows that achievement in Key Stage 2 and behaviour have improved. We recognise the valuable contribution that parents and Governors have made to this judgment and believe that through continuing to work together we can continue to provide the best environment in which children can learn and achieve, one that can be judged as ‘outstanding’.

We invite you to read our School Development Plan and consider how you can contribute to the school’s improvement and the children’s continuing progress.



Mrs T L Good

Headteacher

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### Priorities 2015-2016

<b>Leadership and Management</b>	To consolidate the curriculum throughout the school and provide the children with opportunities for excellence and achievement	<ul style="list-style-type: none"> <li>• Children and the local community are aware of PE and sports activities undertaken at Ongar</li> <li>• Increase the number of children taking part in sporting clubs and activities</li> <li>• All children have taken part in at least one extracurricular art activity (as identified by Artsmark)</li> <li>• Children are engaged and motivated through excellent choice and provision in all curriculum areas</li> </ul>
	To ensure there are robust new SEND policies and processes in place which enable timely identification of needs and appropriate provision	<ul style="list-style-type: none"> <li>• New SEND policy in place</li> <li>• Children with SEN are making at least expected progress</li> <li>• All staff are aware of and are confidently implementing new SEND paperwork and processes</li> <li>• All children are receiving appropriate support in order to successfully access the curriculum</li> <li>• The provision mapping tool shows clearly the support children receive and the financial cost to the school</li> </ul>
	To deploy adults effectively to benefit all groups of children academically, socially and emotionally	<ul style="list-style-type: none"> <li>• All staff are aware of their role and the expectations placed upon them</li> <li>• All staff understand their accountabilities and lead by example</li> <li>• Staff feel that they are encouraged, challenged and supported to improve through performance management and CPD</li> <li>• Children know who to approach for help and support and feel safe</li> </ul>
<b>Teaching, Learning and Assessment</b>	To rigorously monitor the quality of teaching over time at Ongar and ensure it is consistently good or better	<ul style="list-style-type: none"> <li>• Monitoring and evaluation workbook shows individual teachers are reaching good or better standards in quality of teaching</li> <li>• Teachers reflect upon their practice and improvements are made over time</li> <li>• Constructive feedback is given to staff through a range of monitoring and is acted upon to positively impact on learning and quality of teaching</li> <li>• First quality teaching to be available to all children in the classroom</li> </ul>
	To enable pupils to make significant and sustained gains through focused high quality marking and constructive feedback	<ul style="list-style-type: none"> <li>• Children respond to teachers' comments and act upon the feedback given</li> <li>• Children reflect on their learning through self and peer marking</li> <li>• Teachers understand progression of skills across curriculum areas and can identify appropriate next steps through marking</li> <li>• Marking creates opportunities for children to edit pieces of work</li> </ul>

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<b>Personal Development and Welfare</b>	To develop an exceptionally positive climate for learning in all aspects of school life.	<ul style="list-style-type: none"> <li>• Low level disruption is eradicated; children are self-aware about the benefits of positive choices</li> <li>• Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying</li> <li>• Children feel safe and secure in the school and can communicate their concerns</li> <li>• Children's behaviour outside of lessons is impeccable including playtimes, lunchtimes, before and after school and in cloakrooms</li> <li>• Children's pride in the school is shown by their excellent punctuality and absence record</li> </ul>
<b>Outcomes for Pupils</b>	To develop robust assessment procedures to monitor the progress and attainment of all target groups using Assessment without Levels	<ul style="list-style-type: none"> <li>• Assessment Manager (or appropriate assessment tool) is used effectively to accurately track the progress of all children half-termly</li> <li>• Teacher's assessment judgements accurately assess and predict progress and attainment of all children</li> <li>• Children identified as not making expected progress or reaching the expected level of attainment are identified and supported through appropriate intervention to accelerate progress</li> <li>• Parents have an understanding of assessment processes throughout the school</li> <li>• Assessment procedures are in place for foundation subjects</li> </ul>
	To ensure all children meet or exceed the national average in progress and, most attain mastery of the English and Maths curriculum, depending on their individual starting points	<ul style="list-style-type: none"> <li>• 80% KS1 Level 3 children end year attaining mastery (6,7) in maths and English for their current programme of study</li> <li>• 85% KS1 Level 2a and 2b children end year attaining expected (5) in maths and English for their current programme of study</li> <li>• 80% KS1 level 2c or below end year working independently (3) in maths and English for their current programme of study</li> <li>• 85% of children who attained expected or exceeding in Reception meet end of year expectations for Year 1</li> <li>• Children who achieved level 3 at KS1 to attain level 5b, 5a or level 6 in maths and reading</li> <li>• 80% of year 6 children to make 2 sub-levels of progress in reading, writing and maths</li> <li>• Year 2 Children who achieved 2c or above at the end of year 1 to attain level 3 in reading, writing and maths</li> <li>• 80% of Year 2 children to make 3 sub-levels of progress in writing and maths</li> </ul>
<b>EYFS</b>	To provide a high quality learning experience which ensures children are secure, happy and making good progress.	<ul style="list-style-type: none"> <li>• Practitioners have an overview of the cohort's starting points as they enter the year</li> <li>• Appropriate baseline testing has been sourced and supports school ethos and assessment procedures.</li> <li>• Children have made progress from their individual starting points and accurate targets have been set and met.</li> <li>• Children's learning is challenging and they remain engaged and motivated for increasing periods of time.</li> </ul>