



**School Development Plan
2014 – 2015**

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:

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

The 2014-15 priorities for development and improvement are based on the following:

- The schools Ofsted report February 2012
- 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 pet horse has not been included this year).

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.

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 2015 will see Ongar Place become an all through one form 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. We are looking forward to embracing the opportunities the New National Curriculum and the changing educational landscape give us.

Ongar Place was described by OfSTED in 2012 as being ‘... a good school. It has a strong caring ethos ... there is effective use of praise and engaging lessons that motivate pupils and encourage consistently good behaviour’. 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



Priorities 2014-2015

Achievement	To ensure assessment processes and target setting enable pupils to make rapid and sustained progress	<ul style="list-style-type: none"> • Teachers experience a smooth transition of classes and child make progress from the beginning of the autumn term • Parents feel informed and able to support their child • Consistent use of assessment processes to measure progress and achievement • 78% of children to make 2 sublevels progress • APS / sub level scores increase in a consistent and measured manner over three years.
	To identify more able and high attaining children to make accelerated progress.	<ul style="list-style-type: none"> • In maths and reading at least 80% of children make 2 or more sublevels progress and 20% make 3 or more sublevels • APS equivalent: 3.2 progress or more per cohort per year • In maths, reading and writing 60% children identified as More Able make accelerated progress. • APS equivalent:3.6 progress or more per MA cohort per year • 20% of Year 6 children make more than expected progress in maths, reading and writing • 20% of Y2 achieve L3 in maths and/or reading • 12% of Y2 achieve L3 in writing (based on NC and assessment 2014)
Quality of Teaching	To ensure pupils know how well they have done and what they need to do to improve	<ul style="list-style-type: none"> • Consistent use of language to support learning across the year groups to enable constructive feedback to be given to each child • Work to be marked thoroughly providing feedback which enable children to identify next steps and make rapid progress • evidence of children responding to marking • Target setting to be challenging and show high expectations • Improved identification of children not making at least expected progress and evaluation of needs
	To ensure the quality of teaching and learning over time is consistently good with outstanding elements	<ul style="list-style-type: none"> • Consistent use of language to support learning across the year groups to enable constructive feedback to be given to each child • 80% of teachers with at least one years' experience to be judged good or better regarding teaching over time with 25% showing outstanding features. • Quality first teaching to be available to all children in the classroom • TAs have a clear understanding of their roles in learning • The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum

Behaviour and Safety	To develop children's understanding of appropriate behaviour	<ul style="list-style-type: none"> • Children using language of values when reflecting on learning and behaviour. • Parents who require support have a clear understanding of who to direct their concerns to and feel confident in doing so. • Parents and Pupils are fully aware of different types of cyber bullying and how to take action • Children using values as means of self-regulating their behaviour.
	To develop an exceptionally positive climate for learning	<ul style="list-style-type: none"> • Low level disruption is eradicated; children are self-aware about the benefits of positive choices • Children are more consistent in their self-regulation of behaviour • Children understand that self-regulation impacts on learning and social interaction • Pupils' attitudes to all aspects of learning, including in whole class work, group work, or when working on their own, are consistently positive • Pupils behaviour outside of lessons is impeccable including playtimes, before and after school and in cloakrooms
Leadership and Management	To increase accountability of subject leaders for impact on progress and spending of specific funds	<ul style="list-style-type: none"> • Staff are able to articulate the impact they have made to pupils' progress and/or pupils' wellbeing • Staff can present evidence and evaluation of the impact of their actions during the year • Staff working together to develop skills and knowledge that positively impact on children's progress
	To develop the school curriculum and assessment in light of government changes	<ul style="list-style-type: none"> • A clear communicable understanding by teaching staff regarding change and reason for change • Clear cross curricular links • Use of computing skills as a learning tool • Groups of staff working together to ensure progression planning, best use of budget and assessment processes. • Transparent subject area related performance management objectives
	To establish clearly defined roles and responsibilities for Governors	<ul style="list-style-type: none"> • Every Governor can articulate what "high expectations" mean at Ongar Place • Strategic plan for the Governing body to be drawn up and linked closely with the Governor Monitoring plan • Detailed, up to date induction available to all Governors • Parents are clear regarding the role of Governors