**PREVIEW:**

It’s Fulbright College’s aim to ensure that every student has access to a broad, balanced and creative curriculum, ensuring high standards in English, Maths, Science and ICT. To ensure that standards are maintained in each key curriculum area, the governing body and teaching staff implement a School Development Plan. The School Development Plan has clear aims and objectives that drive improvements across the school, aiming to consolidate good practice, raise standards and develop further areas of strength and expertise.

This is the latest working draft of Fulbright College’s School Development Plan. We are keen to hear parents' views on our developments. If you would like to comment on this document, then please email us on: [info@fulbrightcollege.it](mailto:info@fulbrightcollege.it%20%20)

**School Development Plan - FOCUS 1: To secure and embed the concept of Mastery within Mathematics and English**

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| **Objectives** | **Task** | |  | | | **Success Criteria** | **Resources** | **Time Frame** | **Lead** | | | **Training** | | | **Monitoring** |
| **1.1**  **To develop a growth mind set amongst the school community, which embraces the concepts of Mastery.** | 1. Weekly assemblies focussed on supporting pupils develop a growth mind set. 2. Success criteria in books which relate to growth mind set and the use of shared vocabulary when teaching. 3. Newsletters, tweets etc. containing information for parents about growth mind set. 4. Termly staff meeting about growth mind set and how it relates to learning and professional conduct. 5. Literacy units developed to specifically promote a growth mind set. 6. All staff including the admin team, site controller, lunchtime supervisors, and cleaners to develop an understanding of a growth mind set and its value. | |        | | | Pupils to demonstrate the development of a growth mind set when learning and  blogging about their learning.  All staff to demonstrate a growth mind set when interacting with pupils, each other and representing the school.  Through self-evaluating against Success Criteria and in pupils responses in book, pupils demonstrate the use of growth mind set vocabulary.  Evidence of growth mind set information within regular newsletters and tweets. | Story books that explore the concept of Growth Mind set for use in assemblies.    Twitter    Literacy books for writing purposes. | Starting in  September 2016 – ongoing each term. | Headteacher | | | Meeting time for all groups of staff. | | | Termly feedback to governors through head teacher report. |
| **Objectives** | Task | |  | | | Success Criteria | Resources | Time Frame | Lead | | | Training | | | Monitoring |
| **1.2**  **To develop a clear understanding**  **and implement effective differentiation within Inspire Maths.** | 1. Phase Leaders to run staff meetings about effective differentiation. 2. Phase Leaders to undertake learning walks focused on delivery of the Inspire Maths scheme. Giving feedback to their phase, and following up implementation points. 3. Inclusion leader to support teachers in delivering maths intervention which relates directly to Inspire Maths. 4. Phase Leaders to train TAs in the use of Inspire Maths. 5. Inclusion Leader to train TAs in effective differentiation in mathematics. | |           | | | Lessons effectively differentiated.  Feedback from learning walks is acted on and positively impacts the delivery of the Inspire Maths programme.  Lesson observations show that the quality of teaching, the learning environment and pupil progress are enhanced.  Effective maths intervention results in better than expected progress for SEN pupils.  90% of pupils in each year group to reach the following thresholds each term. | Internal training for teachers and TAs focused on the delivery of Inspire Maths, differentiation and maths intervention.    Phase meeting time for Phase Leaders to feedback observations from learning walks. | September 2016 – followed up each term. | Assistant  Heads | | | Internal training for teachers and TAs focused on the delivery of Inspire Maths, differentiation and maths intervention. | | | Termly feedback to governors through head teacher report.    Assistant Headteachers to feedback to governors. |
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| **Objectives** | Task | | Success Criteria | | | | Resources | Time Frame | Lead | | | Training | | | Monitoring |
| **1.3**  **To develop a clear understanding**  **and implement effective differentiation within Writing.** | 1. Phase Leaders to run staff meetings about effective differentiation. 2. Phase Leaders to undertake learning walks focussed on Pie Corbett teaching strategies. Giving feedback to their phase, and following up implementation points. 3. Inclusion leader to support teachers in delivering effectively differentiated lesson.   4. Phase Leaders to train TAs in supporting pupils in developing writing skills. | | | * Teachers and TAs to demonstrate an effective understanding of differentiation within class practice resulting in better than expected progress. * Lesson observations show   that the quality of teaching, the learning environment and pupil progress are enhanced.   * Effective use of TAs within writing lessons. * 90% of pupils in each year group to reach the following thresh holds each term. | | | Internal  training for teachers and TAs focused on the delivery of Pie Corbett teaching style, differentiation and maths intervention.    Phase meeting time for Phase Leaders to feedback observations from learning walks. | September 2016 – followed up each term. | | Assistant  Heads | | | Internal  training for teachers and TAs focused on the delivery of Pie Corbett teaching style. | | Termly feedback to governors through head teacher report.    Assistant Headteachers to feedback to governors. |
| **Objectives** | Task | | | Success Criteria | | | Resources | Time Frame | | Lead | | | Training | | Monitoring |
| **1.4**  **To develop a clear understanding and implement** | 1. Phase Leaders to run staff meetings about effective differentiation within Guided Reading. 2. Phase Leaders to undertake | | | * Lesson observations show   effectively differentiated lessons.   * Learning walks show   effectively differentiated | | | Internal  training for teachers and TAs focused on | September 2016 – followed up each term. | | Assistant  Heads | | | Internal  training for teachers and TAs focused on | | Termly feedback to governors through head teacher report. |
| **effective differentiation within Reading.** | learning walks focused on effective Guided Reading. Giving feedback to their phase, and following up implementation points.  3. Inclusion leader to support teachers in delivering effectively differentiated Guided Reading sessions.  4. Phase Leaders to train TAs in supporting pupils in developing reading skills. | | | lessons.   * Phase monitoring reflects planning into practice. * 90% of pupils in each year group to reach the following thresh holds each term. | | | Guided  Reading,  differentiation and maths intervention.    Phase meeting time for Phase Leaders to feedback observations from learning walks. |  | |  | | | the delivery of effective  Guided  Reading,  differentiation and maths intervention. | | Assistant Headteachers to feedback to governors. |
| **Objectives** | Task | | | Success Criteria | | | Resources | Time Frame | | Lead | | | Training | | Monitoring |
| **1.5**  **To provide pupils with opportunities to apply skills within practical contexts.** | 1. Develop class blogs and tweets as part of our weekly assembly cycle. (Thursday assemblies)  2. To further develop links between Nutritional Learning and Outdoor Learning sessions and the Maths programmes of study.  3. Introduce Chess as a curriculum element across the school, with a focus on developing problem solving skills and logical thinking. | * Weekly tweets and blog writing by each class. * Links between Nutritional Learning and Outdoor   Learning sessions and the Maths programmes of study enhanced.   * Chess taught as part of the school curriculum. | | | | | Staff meeting time to initiate blog and twitter writing. | Evaluate in  September 2016 and agree actions. | | | Phase Leaders | | | Internal  training for teachers and TAs focused on blogging and Twitter. Internal training for staff on teaching chess as a curriculum subject. | Termly feedback to governors through head teacher report.    Assistant Headteachers to feedback to governors. |
| **1.6**  **To evaluate, purchase and use resources that are needed to effectively teach to Mastery.** | 1. Teachers to audit current resources which support Inspire Maths. 2. Purchase resources which support Inspire Maths. 3. Provide staff with training and the opportunity to develop their insight into the use of a wide range of practical resources in teaching maths. | * Maths resource audit undertaken and maths resources purchased. * Observations of maths lessons; effective use of resources in developing   mathematical understanding.   * Feedback for staff during phase meetings show anecdotal evidence of effective use of resources in developing mathematical understanding. | | | | | Staff meeting time. | Audit and evaluation undertaken  at the start of each term. | | | Phase Leaders | | | Internal training on the use of resources. | Phase Leaders |
| **Objectives** | Task | Success Criteria | | | | | Resources | Time Frame | | | Lead | | | Training | Monitoring |
| **1.7**  **To develop a shared understanding of outstanding practice in light of the Mastery Curriculum.** | 1. Phase Leaders to run staff meetings about outstanding practice in light of the Mastery Curriculum. 2. Inclusion Leader to train TAs in outstanding practice in light of the Mastery Curriculum. 3. Phase Leaders to develop governor’s understanding of outstanding practice in light of the Mastery Curriculum. 4. Teachers to develop parent’s understanding of outstanding practice in light of the Mastery Curriculum. | | | | * High quality maths teaching in every lesson observation, with teachers demonstrating a practical understanding of Mastery. * 90% of pupils in each year group to reach the following thresholds each term: * Governors clear about the implications of the Mastery agenda for differentiation, general classroom practice, SEN intervention and provision for the more able. | | Staff meeting time, Governor  meetings | Regular meetings during the  academic  year, starting in September 2016. | | | Assistant  Headteachers | | | Internal training on the practical application of the concept of Mastery. | Termly feedback to governors through head teacher report.    Assistant Headteachers to feedback to governors. |
| **Objectives** | Task | | | | Success Criteria | | Resources | Time Frame | | | Lead | | | Training | Monitoring |
| **1.8**  **To clarify the 8 point criteria within the Teaching and Learning Policy.** | 1. Phase meeting to visit the 8 criteria, discuss them and improve our shared understanding of them. 2. Teachers to use an aspect of the  8 point criteria as a focus within Lesson Study groups.   1. Teachers to agree performance management targets which incorporate demonstrating an understanding of the 8 point criteria within their practice. 2. TAs to agree performance management targets which incorporate demonstrating an understanding of the 8 point criteria within their practice. | | | | * Teachers clear about the meaning of the 8 point criteria within the Teaching and Learning Policy, and able to apply the criteria in all lessons. * Performance Targets   include reference to 8 point criteria. | | Meeting time    Performance management process. | Reviewed  termly starting in September  2016 | | | Head teacher and Assistant  Heads | | | Internal training on the practical application of 8 point criteria. | Termly feedback to governors through head teacher report.    Assistant Headteachers to feedback to governors. |

**School Development Plan - FOCUS 2: To secure effective STEPS Assessment against the relevant programmes of study.**

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| **Objectives** | **Task** |  | **Success Criteria** | **Resources** | **Time Frame** | **Lead** | **Training** | **Monitoring** |
| **2.1**  **To develop a shared knowledge of STEPS assessment across the school community.** | 1. Internal training provided for teachers and TAs. 2. Half termly tracking meetings for all teachers. 3. Meetings provided for parents to explain the STEPs   Assessment system. An evening session and Year group sessions.   1. Teachers to run sessions for their class to help pupils understand the new assessment process. Starting in grade Two. 2. STEPS statements displayed as part of learning walls and used as next steps when marking. 3. To share the Assessment System with governors. 4. To find and use year group tests which complement STEPS assessment. |           | All teachers to accurately assess achievement and progress using the STEPS Assessment system.  AHTs to confidently report pupil progress and attainment for their phase to governors.  Accurate school targets set using STEPs.  All teachers to include the language and phrases of the STEPS system within their marking.  Learning walls containing elements of STEPS assessment statements.(Target Tracker pupil friendly statements) Tests used to inform and confirm TAs across all areas. | Staff meeting/ Phase meeting time to develop understanding of STEPS assessment.    Time given for parents and governors.    Regular meetings within  Phases. | Sept 15 (to be revisited throughout the year). | Senior  Leadership  Team | SLT and teachers to research and disseminate information. | Half termly tracking  meetings    Termly feedback to governors through head teacher report.    Assistant Headteachers to feedback to governors. |
| **Objectives** | **Task** |  | **Success Criteria** | **Resources** | **Time Frame** | **Lead** | **Training** | **Monitoring** |
| **2.2**  **To develop the ability to accurately teach pupils for Mastery.**        **To develop a clear ability to assess pupils for Mastery.** | 1. Maths scheme successfully implemented across the school. 2. Staff meetings dedicated to developing our understanding of how to achieve Mastery within Reading and Writing Lessons.   1. Staff meetings to support the effective implementation of Inspire Maths. 2. Inclusion leader to provide training for TAs about Mastery. 3. Provide governors and parents with the opportunity to   develop an understanding of Mastery.  6. To embed the Talk for Writing principles within English teaching. |          | Each Grade group has a clear picture of what Mastery looks like within the programmes of study.  AHTs have a clear picture of what Mastery looks like within their Phase.  Pupils transfer writing skills from English lessons into other subject areas.  Lesson observations show evidence of Talk for Writing across the school.  To increase the proportion of pupils who achieve the highest levels within their Grade group in Reading, Writing and Maths. | Staff meeting  time    Year groups to meet weekly to discuss planning. | Sept 15 (to be revisited throughout the year). | Phase Leaders | Inclusion Leader to train TAs.    AHTs to lead  staff meetings. | Regular observations by SLT.    Termly feedback to governors through head teacher report.    Assistant Headteachers to feedback to governors. |
| **2.3**  **To acquire an understanding of the end of Key Stage national assessments, including base line assessment.** | 1. To use staff meeting time to take the end of key stage tests, followed by discussions about expectations. 2. To provide parents with the opportunity to find out what is expected from pupils in National Tests. | * Teacher and TAs   experience the tests and have a clear understanding of the expectations.   * Parents provided with opportunities to understand how pupils will be tested and the content of the tests. | | Staff meetings to  explore the new  requirements  . | Oct 15 | Phase Leaders | Assistant  Headteachers to run training sessions for staff. | Termly feedback to governors through head teacher report.    Assistant Headteachers to feedback to governors. |
| **Objectives** | **Task** | **Success Criteria** | | **Resources** | **Time Frame** | **Lead** | **Training** | **Monitoring** |
| **2.4**  **To achieve outstanding outcomes for students in**  **National**  **Assessments, and high rates of progress across the**  **school** | 1. High quality teaching in all lessons promoting pupil progress and attainment.  2. Provide pupils with opportunities to become secure within all core programmes of study. | * 90% of pupils in each year group to reach the following thresholds each term. * 80% of KG pupils to achieve a GLD   (good level of development)  95% of Year 1 pupils to pass the phonics screening check. | | High quality day to day teaching.    Time for staff to reflect on practice. | Starting  Sept15 | Headteacher and Assistant Headteachers    All teachers responsible for the progress of the pupils that they teach. | - | Half termly tracking meetings to evaluate pupil progress.    Book scrutiny by Assistant Headteachers to show exceptional progress.    Termly feedback to governors through head teacher report.    Assistant Headteachers to feedback to governors. |
| **2.5**  **To develop pupil voice at parent evening and within assessments.** | 1. Elementary pupils to participate in running parent evenings. 2. KG and Elementary pupils given termly opportunities to look at their books and talk about their learning with parents. | * Parents and pupils engage in discussions about learning. * Parents understand strengths and areas for development and can support pupils in these areas. | | Staff meeting to agree how we will involve Elem. pupils in parent evenings. | Nov 15 | Phase Leaders | - | Phase Leaders to report developments to governors |
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|  |  |  | Pupils able to articulate the progress they have made, their successes and next steps in their learning. |  |  |  |  |  |
| **Objectives** | **Task** |  | **Success Criteria** | **Resources** | **Time Frame** | **Lead** | **Training** | **Monitoring** |
| **2.6**  **For School Leaders to develop a clear understanding of the Target Tracker system and use it effectively to maintain school improvement.** | 1. SLT to spend time exploring the STEPS System and interpret the various reports. 2. Assistant Headteachers to share their understanding with teachers in their Phase. 3. Hedateacher and Assistant Headteachers to report accurate data and data analysis to governors each term. |    | School leaders to report an accurate analysis of attainment and progress to governors.  School leaders to accurately report on the quality of provision making links between observations, work in books and pupil data. | Leadership team meetings to  review data    Tracking meetings to review data. | Oct15. Followed by half termly meetings. | Headteacher and Assistant  Headteachers. | - | Headteacher to report developments to governors. |