School Development Plan

For the Academic Year

2014 - 2015

Warren Wood Primary School
Last year’s School Development Plan addressed the main remits presented by the impending introduction of the new National Curriculum. Staff introduced the new draft curriculum, subject by subject, developing their skills as Subject Leaders as they did so. Our plan also addressed long term plans regarding changes to assessment, potentially without the levels that we have previously been used to, our impending building work and re-build whilst also addressing the key development points provided to us from our Ofsted Inspection.

This year’s School Development Plan focuses again on curriculum, but this time the implementation of the new aspects to the curriculum, whilst retaining areas of strength within school. It is still our firm commitment to further raise and maintain standards throughout school, not only in English and Maths, but also in Foundation subjects. All subjects are taught, evaluated, re-addressed and redeveloped in a creative and cross-curricular way, taking into account the commitment and belief we have as a school in our own creative curriculum, which teaches children the skills necessary for life, learning about topics of interest that are relevant to their own life experiences, but also expand their understanding and tolerance of their community and the wider world.

We acknowledge that subject leaders are at various stages of their own development within their role and have a deep commitment to the development of teachers as leaders and managers outside of their own classrooms as Subject Leaders, Middle Leaders and Senior Leaders. Staff have a clear understanding of their own roles within the structure of school and know how vital their role is within school in terms of what they contribute to school and the impact their leadership and teaching have upon the learning that takes place, attainment and achievement. A commitment of time and resources to monitor and achieve this has been given to all staff for their own Continuing Professional Development needs.

It is another time of great change, as we have new members of staff making up our Senior Leadership Team, but also a time for great excitement. The staff are fully committed to the shared vision of providing a high quality education in a caring and supportive learning environment following our school motto of ‘Care, Courtesy and Consideration’.

Our key priorities for the forthcoming school year are:

**Reading** – Individual and Guided Reading – All staff will be looking closely at the development of a consistent approach to the assessment of reading, based on the key skills used by children when they learn to read.

**Curriculum** – The implementation of the new national curriculum, whilst reviewing key aspects of a creative curriculum to support the children of Warren Wood in the delivery of curriculum tailored specifically to their needs.


**Re-build and Re-model** – Overseeing the rebuild and re-model plans for the new school, ensuring smooth transition for staff, children, parents and school community, with the health and safety of all being the prime consideration.
### Action Plan for Early Years

**Sept 2014**

**To develop a positive learning environment.**
- To develop emergent writing.
- To develop problem solving, resilience, being responsive to change.

### Key Priorities

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To develop the Early Years Foundation Stage learning environment to promote independent learning. | • Plan potential learning opportunities in continuous provision settings and enhancements  
• Visit Lark Hill Nursery  
• Develop home/school links in recognising independent learning  
• Promote reading areas and ‘Stay and Read’ sessions | Helena Hill – Home Learning letters  
Helena Hill, Annie Whittle and EY team – Stay and Read  
Jo O’Raw – HT – Lark Hill | Half Termly  
Autumn 2 | PPA tie to be used to visit nursery settings | Senior Leadership Team to have a Learning Walk and reflect on the positive changes to environment |
| To develop early writing skills. | • Train Early Years staff in recognising and promoting the steps to successful early writing.  
• Develop pre-writing skills to strengthen fine motor control.  
• Promote ‘Talk for Writing’ and discuss and deliver pertinent talking opportunities such as Talk Partners  
• Gain whole school feedback re: assessment/observations | Helena Hill  
EYFS team | Autumn 2 Team Meetings  
Staff Meeting Summer Term | Playdough pincers tweezers pipe cleaners | EYFS Staff to feel confident in teaching early writing |
| To foster positive learning behaviours to develop problem solving and perseverance. | • Discuss how thinking skills can be promoted  
• Ask open ended questions with multiple possibilities  
• Use Talk Partners to foster collaboration  
• EYFS mathematics training ideas to challenge children’s thinking ensuring they explain their thinking. | Helena Hill – Questioning recap training  
EYFS Team  
Annie Whittle – Learning Leads training | Team Meetings  
Training as appropriate | Supply cover |
Warren Wood Primary School
School Development Plan - Curriculum
2014 – 2015

### Action Plan for Reading

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (Expected and Actual) (with dates)</th>
</tr>
</thead>
</table>
| To track the skills that children use in independent reading and assess children in reading according to their reading skills checklist. | • Regular guided reading sessions to take place (Weekly)  
• Pupil Progress Meetings – 10, 20, 36 weeks  
• Guided Reading observations | All staff | Spring Term | New books for the reading scheme | (Expected) Increased teacher knowledge and confidence Consistency in year groups |
| To monitor the assessment of Individual Reading/Guided Reading using the agreed reading skills checklist, ensuring that all children make consistently good progress. (Ofsted Action Plan) | • Moderation of reading through each Key Stage team (Reading records/CT records/parental contribution)  
• HT – Secondary moderation to support Observations made in class (to include reading interviews with selected children) | SLT  
Teaching staff  
HT | Autumn Term and Summer Term | New books for the reading scheme | (Expected) Value Added progress monitored through 36 week progress meetings |
| To promote reading throughout school and across the curriculum. | • Preparation for the new library/classrooms to create a rich resource for children and parents to access | All staff and Governors | Summer Term | New library resources, furniture and books | (Expected) Parent Workshops booked/Resources reviewed Plans in place for new build ‘Reading rich environment’/World Book Day |
| To embed the new National Curriculum throughout school for English. | • Monitor planning to look at coverage, continuity and progression between year groups  
• NFER Research Project | HT  
SLT  
Teaching Staff | On-going – full review in July | New National Curriculum | (Expected) Planning will contain the new objectives for the curriculum Assessment expectation will account for the |
**Warren Wood Primary School**  
**School Development Plan - Curriculum**  
**2014 - 2015**

### Action Plan for Writing

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (Expected and Actual) (with dates)</th>
</tr>
</thead>
</table>
| To embed the new National Curriculum throughout school for English, monitoring writing genres across both Key Stages. | • Monitor planning to look at coverage, continuity and progression between year groups  
• Create a long term plan for writing genres covered throughout school  
• NFER Research Project | HT  
SLT  
Teaching Staff | On-going – full review in July | New National Curriculum | [Expected] Planning will contain the new objectives for the curriculum.  
Assessment expectation will account for the needs of the new curriculum and authority guidelines. |
| To continue to regularly moderate writing across the key stages. | • SLT to monitor writing on a termly basis, looking at coverage, progression, marking, assessment, expectations and skills used.  
• INSET for staff to consider the above points and how the work in their key stage fits into the whole school 'bigger picture'. | All staff  
Governors | Termly | SLT Moderation  
Staff INSET | [Expected] Moderation feedback given by subject leaders for English – linked to appraisal regarding the development of leadership skills.  
Consistency of assessments will be in line with each other so that levels of attainment are met consistent to the level and of the age of the child. |
| To secure the teaching of emergent writing. | • Early years staff to look at the practice of this versus copy writing and other styles of learning to write.  
• Compare other models/schools to see how they use this across their curriculum and measure potential success rates.  
• Moderation of writing between EY/ KS1 to gain consistency of judgements | All staff | Summer Term 2015 | EY – Non-contact for visits to other schools | [Expected] Assessment of writing between EY and KS1 will be consistent and share the same expectations.  
Attainment and achievement will show at least good progress between EY (from on entry starting points) and between EY to KS1. |
| To improve handwriting and presentation | • Review handwriting policy  
• Look at other scheme/schools success rate with schemes/non-scheme approach | All staff | Summer Term 2015 | Samples/purchase of new scheme | [Expected] Improved presentation skills throughout school in all written work – in cross curricular contexts as well as English. |
# Action Plan for Maths

**Warren Wood Primary School**  
**School Development Plan - Curriculum**  
**2014 – 2015**

**Sept 2014**

**Action Plan for Maths**

<table>
<thead>
<tr>
<th>Key Priorities</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| **To embed the new national curriculum for Maths throughout the school.**  
**To ensure that children use and apply mental maths skills throughout their work in maths and in ‘real-life’ situations.**  
**To ensure a consistent progression of skills in calculation is being used throughout school.**  

**School Improvement Focus**

- Revised Medium Term Planning.  
  Monitor planning for consistency of approach and progress.
- Scrutiny of Medium Term Planning  
  Lesson Observations to be carried out by Maths Subject Leaders  
  Staff training
- Review current calculations policy  
  Rewrite and share with staff and parents

**Responsibility** (Staff and Governor)  
- SLT
- All staff
- SLT

**Timescale**  
- On-going
- Y3/4 – Autumn
- Y1/5 – July
- Spring 2015

**Resources**
- SLT time to scrutinise planning
- Non-contact time for SLT
- Existing policy  
  Non-Contact time for Maths subject leaders
### Action Plan for Science

#### Key Priorities

To ensure that the new curriculum for coverage, content, consistency and progression. To evaluate existing assessment procedures for Science and ensure that these are suitable to meet the needs of the new curriculum. To monitor and quality assure the reporting arrangements of teacher assessment for Science in Year 2 and Year 6 for 2015.

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To implement the new curriculum for Science from Y1-Y6 | • Monitoring long term and medium term planning to ensure correct coverage  
• Lesson observations and dialogue with pupils  
• Feedback to staff and resulting ideas to improve progress and standards | Science Subject Leaders | June 2015 | Non-Contact time for subject leaders | |
| To explore assessment procedures and resources that relate to the new Science curriculum and assessment criteria (Planning for 2016) | • Staff discussion  
• Sourcing materials to inform assessment process  
• Attendance at subject leader meetings | Science Subject Leaders  
All staff | July 2015 | Assessment Materials  
Non-contact time for subject leader meetings | |
| To ensure that Year 2 and Year 6 teachers follow assessment and reporting procedures. | • Liaise with Year 2 and Year 6 teachers  
• Inform them of any changes to procedures and assessment expectations  
• Provide resources if necessary for assessment  
• Attend Subject Leader meetings | Science Subject Leaders | June 2015 | Science assessment resources  
Non- contact time for subject leader meetings | |
## Action Plan for Computing

### Key Priorities

**To update long term planning in line with the new computing curriculum.**

**To provide greater opportunities for pupils to develop coding/programming skills.**

### School Improvement Focus

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To review and revise long term planning to ensure good coverage of the national curriculum statements and ICT skills. | ・ Staff INSET  
・ Audit current software/programs  
・ Discuss new software/programs – Decide which to implement  
・ Liaise with ICT training provider to look at planning units. | Computing subject leader  
All staff | July 2015 | Non-contact time for subject leader | |
| To begin to use new coding software/programs with pupils. | ・ Staff INSET  
・ Monitoring of the use of coding programs  
・ Liaise with ICT training provider  
・ Feedback from staff | Computing subject leader  
All staff | July 2015 | Software (enquire) | |
# Action Plan for History

## Key Priorities

To raise standards in the teaching of History to enhance learning outcomes and raise standards.

To monitor cross curricular links between History and other curriculum areas to enhance a creative curriculum.

To ensure coverage of the new national curriculum for History throughout school.

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To raise standards in the teaching and learning of History through monitoring books and observing lessons. | • Lesson observations  
• Pupil Interviews  
• Looking at progression through year groups of knowledge and skills. | History subject leader | July 2015 | Non-contact time for History subject leader |  |
| To ensure cross curricular links are being made between History and other subjects across the curriculum. | • Cross reference planning to identify links between History and other subjects  
• Book scrutiny | History subject leader | July 2015 | Non-contact time for History subject leader |  |
| To review and revise long term planning to ensure good coverage of the national curriculum for History. | • Cross reference the new national curriculum with school long/medium term planning  
• Identify key strengths in cross curricular links and how this enhances a creative curriculum  
• Prepare a report for governors regarding the links between curriculum areas | History subject leader  
Governing Body | July 2015 | Non-contact time for History subject leader |  |
### Key Priorities

**To raise standards in the teaching of Geography to enhance learning outcomes and raise standards.**

**To monitor cross curricular links between Geography and other curriculum areas to enhance a creative curriculum.**

**To ensure coverage of the new national curriculum for Geography throughout school.**

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To raise standards in the teaching and learning of Geography through monitoring books and observing lessons.</td>
<td></td>
<td>Geography subject leader</td>
<td>July 2015</td>
<td>Non-contact time for Geography subject leader</td>
<td></td>
</tr>
</tbody>
</table>
| To ensure cross curricular links are being made between Geography and other subjects across the curriculum. | • Cross reference planning to identify links between Geography and other subjects  
• Book scrutiny                                                                    | Geography subject leader           | July 2015 | Non-contact time for Geography subject leader |                                                                                                 |
| To review and revise long term planning to ensure good coverage of the national curriculum for Geography. | • Cross reference the new national curriculum with school long /medium term planning  
• Identify key strengths in cross curricular links and how this enhances a creative curriculum  
• Prepare a report for governors regarding the links between curriculum areas | Geography subject leader  
Governing Body                                                                 | July 2015 | Non-contact time for Geography subject leader |                                                                                                 |
### Action Plan for Art

**To review the key skills being taught throughout school to ensure consistency of approach, continuity between year groups and progression.**

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (Expected and Actual) (with dates)</th>
</tr>
</thead>
</table>
| **To check the coverage of key skills in new medium term planning, allowing for progression.** | • Medium Term plans to be scrutinised  
• Lesson observations to see key skills taught across Key Stage 1 and Key Stage 2 to identify progression. | Art subject leader to check coverage of curriculum  
Class teachers to ensure key skills are covered | Review of planning – by December 2014  
Review and check impact upon learning – July 2015 | Skills progression document to match planning throughout school | Progression of work in school experience folders showing key skills for each year (July 2015) |
| **To identify local artists who could offer specialist skills, supporting class teachers in the teaching of Art.** | • Liaise with Hazel Grove High School/Marple Hall Art department to utilise skills of staff and resources available.  
• Observe the art provision/practice at other local schools  
• Source local artists to model excellent practice for teachers | Art subject leader to find highly skilled artists  
Class teachers to share objectives | Artists to visit school once a term, working in all key stages – by July 2015 | Artists | Higher quality of art displayed around school and in school experience folders (July 2015) |
**Warren Wood Primary School**  
**School Development Plan - Curriculum**  
**2014 - 2015**

### Action Plan for Design Technology

**To review the key skills being taught throughout school to ensure consistency of approach, continuity between year groups and progression.**

<table>
<thead>
<tr>
<th>Key Priorities</th>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| **Sept 2014**  | To check the coverage of key skills in new medium term planning, allowing for progression. | • Medium Term plans to be scrutinised  
• Lesson observations to see key skills taught across Key Stage 1 and Key Stage 2 to identify progression. | Art subject leader to check coverage of curriculum  
Class teachers to ensure key skills are covered | Review of planning – by December 2014  
Review and check impact upon learning – July 2015 | Skills progression document to match planning throughout school | (Expected) Pictures of progression of the key skills in the subject leader file  
3D D+T projects to go on display in the new school building |
<table>
<thead>
<tr>
<th>Key Priorities</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To monitor the quality of provision of Physical Education and sport throughout school. | - Pupil Interviews to be conducted with a variety of children in all year groups.  
- Lesson observations of class teachers and sports coaches | P.E. Subject Leader | On-going | Non-contact time for subject leader | (Expected) Termly changes made to the curriculum based on children’s reviews, their enjoyment of learning and the effectiveness of provision. |
| To monitor the impact of Pupil Premium/Sports funding on children accessing sport. | - After School ‘Festival of Sport’ to run in Autumn 1 – Children selected are those who do not always have the opportunity to compete, may have low self-esteem, need support in team building and communication or be less active than others.  
- Children to be encouraged to feel more confident, sport for enjoyment and have fun  
- Lunchtime sports clubs run by Cheshire Primary Coaches  
- Boreatton Park – PGL visit – support for vulnerable pupils | Cheshire Primary Coaches  
PE Subject Leader/HT to coordinate | Autumn 1  
(With a view to this being run again throughout the year at other venues too) | Cheshire Primary Coaches to be paid to host the tournament - £900 for 6 weeks work  
Sports Funding £9,295.00  
Pupil Premium £52,500 | (Expected) Increased representation by children who do not usually access sport. Children active at lunchtime |
<table>
<thead>
<tr>
<th>Key Priorities</th>
</tr>
</thead>
</table>
| **To implement the new scheme of work for Music.**  
To organise/plan music workshops for pupils. |

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To implement the new Music Express scheme throughout school. | • Staff training  
• Feedback  
• Pupil Interviews | Music Subject Leader | Autumn 2 to purchase scheme  
Begin roll out in Spring 1 | Music Express – Rec- Y6 | |
| To revise/review current music planning in line with the new curriculum/new music scheme. | • Staff training/staff meeting time  
• New MTP to be reviewed and adopted | Music Subject Leader | Autumn 2 to purchase scheme  
Begin roll out in Spring 1 | Music Express – Rec- Y6 | |
| To develop compositional skills and appreciation of wider genres of music | • Liaise/contact with outside agencies to enhance music provision and opportunities.  
• Contact Halle/other outside agencies/high schools and enquire about workshop provision | Music Subject Leader | By July 2015 | Outside agencies | |
<table>
<thead>
<tr>
<th>Sept 2014</th>
<th>Action Plan for Modern Foreign Languages</th>
</tr>
</thead>
</table>

**Key Priorities**

To ensure the teaching of language across Key Stage 2 is in line with the expectations of the new curriculum. To train staff to be confident in the delivery of a language.

<table>
<thead>
<tr>
<th>School Improvement Focus (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Action to be Undertaken</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To embed the teaching and learning of French in Key Stage 2.</td>
<td>Teacher/Teaching Assistant to Team Teach in joint lessons.</td>
<td>Subject Leader Teaching Staff Lead Teaching Assistant – Fiona Renwick</td>
<td>Begin Autumn Term and roll out over the coming year</td>
<td>Scheme of Work – Kathryn Cheater Niveau Bleu package</td>
<td>Assessment data to be collected in July 2015 Exit surveys for Teaching staff as to the impact upon their teaching and development of skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To develop staff confidence in the delivery of the new curriculum for French.</td>
<td>Teacher/Teaching Assistant to Team Teach in joint lessons.</td>
<td>Subject Leader Teaching Staff Lead Teaching Assistant – Fiona Renwick</td>
<td>Begin Autumn Term and roll out over the coming year</td>
<td>Scheme of Work – Kathryn Cheater Niveau Bleu package</td>
<td>Assessment data to be collected in July 2015 Exit surveys for Teaching staff as to the impact upon their teaching and development of skills</td>
</tr>
</tbody>
</table>
## Action Plan for Social, Moral, Spiritual & Cultural – Religious Education

### Key Priorities
- To raise the profile of Religious Education within the school.
- To obtain and use the SEAL scheme of work (alongside PSHE)

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To promote and extend knowledge, experience and understanding – now including Key Stage Assemblies or class collective acts of worship (due to no school hall for the duration of the rebuild) | - Purchase the full SEAL scheme to support staff in this area (in order to deliver a balanced picture of stimulating thought and reflection)  
- Encourage and invite visitors of different faiths to talk to individual classes | R.E. Subject leader  
Headteacher  
Key Stage Leaders  
Governors | SEAL to be purchased in Autumn 1 to serve assemblies throughout the year.  
SEAL Publication  
Visitors from a variety of faiths | On-going evidence seen through the Care, Courtesy and Consideration reflected in pupil attitudes |
| To collate plans and to monitor the teaching of R.E and its impact. | - Monitor the planning and delivery of the subject  
- Conduct pupil interviews/discussions in an attempt to discover attitudes and sensitivities | RE Subject Leader  
Headteacher | Half termly Planning - Monitored  
Subject Leader to observe lessons  
Pupil Interviews – Spring 2015 | Non-contact time for Subject leader  
(Expected) A greater understanding of children’s attitudes and questions will be gained, possibly leading to their suggesting ideas for extending the scope of R.E interest. |
### Action Plan for Social, Moral, Spiritual & Cultural – P.H.S.E

**Key Priorities**

To ensure that P.H.S.E remains an integral part of the foundations to the ethos of the school – Care, Courtesy and Consideration.

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To update the policy for the teaching of P.H.S.E and relationships. | * Consider policy with staff  
* Write new policy  
* Ratify new policy with Governors | Shona Mason/Rebecca McCabe (Subject Leaders)  
 ** Governing Body** | December 2015 | Old Policy and Report for Governors | (Expected) P.H.S.E will be taught in line with the new policy |
| To consider, discuss and agree on a way forward for the teaching of P.H.S.E in terms of discrete lessons or an integrated approach. | * Staff discussions on the potential timetabling of focused lessons | Shona Mason/Rebecca McCabe (Subject Leaders) | By July 2015 | Staff INSET | Staff to discuss the potential timetabling of focused P.H.S.E lessons, considering the balance of teaching P.H.S.E as a discrete subject versus teaching it throughout other subject areas. |
Warren Wood Primary School  
School Development Plan - Inclusion  
2014 - 2015

## Action Plan for Drama

**Key Priorities**

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To use Drama as a vehicle to enrich the curriculum in a creative and cross-curricular way. | • Subject Leader to lead a staff meeting on the use of drama techniques throughout the curriculum  
• Staff to employ a selection of drama techniques in the delivery of their new curriculum  
• Subject Leader to observe lessons using new techniques and feedback to staff about successes and positive impact upon the learning of children. | Rebecca McCabe – Subject Leader  
All staff | Spring Term | INSET training time  
Subject Leader – non contact preparation time |
# Action Plan for Assessment

## Key Priorities

To consider approaches to assessment alongside the new curriculum regarding the concept of ‘assessment without levels’.

To maintain a consistent approach between classes and key stages in the assessment of Reading, Writing and Maths.

To consider the future of tracking processes at Warren Wood at 10/20/36 week progress meetings including Classroom monitor assessment processes.

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To consider approaches to assessment alongside the new curriculum regarding the concept of ‘assessment without levels’. What does this mean for Warren Wood? | • Training in line with Stockport ‘take’ on assessment  
• Review current processes  
• Agree if there is to be a new format and approach with Classroom Monitor | Assessment lead  
SLT  
All Teaching Staff | On-going throughout the year | Focus Education Training  
Authority training | (Expected)  
Agreed way forward  
CT fully informed and confident in tracking processes |
| To maintain a consistent approach between classes and key stages in the assessment of Reading, Writing and Maths. | • Staff meeting time to moderate between classes within a key stage and key stages for progression. | Key Stage Teams  
SLT | Termly | Staff Meeting time | (Expected)  
Accurate TA results in new format (stages/phases) to show progress for each child in reading/writing/maths  
Clear measure of 2 levels progress/3 levels progress and their new equivalents between Years 1-6 |
| To consider the future of tracking processes at Warren Wood at 10/20/36 week progress meetings including Classroom monitor assessment processes. | • Staff training on the new aspects to Classroom Monitor, new curriculum expectations of Classroom Monitor and how this translates into day to day assessment | Assessment lead  
SLT  
All Teaching Staff | On-going | ICT opportunity | (Expected)  
Accurate TA results in new format (stages/phases) to show progress for each child in reading/writing/maths  
Clear measure of 2 levels progress/3 levels progress and their new equivalents between Years 1-6 |
<table>
<thead>
<tr>
<th>Key Priorities</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| **School Improvement Focus** | To write a ‘School Offer’ outlining the provision within school for children with Special Educational Needs and Disabilities and publish this on the school website.  
To develop the role of the new SENDCO and Pastoral Manager in the support of specific needs for all learners throughout school.  
To develop staff awareness of conditions and strategies for children with specific needs within school. | **To write a ‘School Offer’**
• School offer to be written, in discussion with SENDCO, SLT and staff
• Publish on school website
• Send to Inclusion Team (Cathy Lyall - HT Ladybridge) | Headteacher
SENDCO
SLT
Teaching staff | September 2014 | None  
Completed September 2014  
Published on school website  
Copies on Reception desk for the use of parents and visitors  
Put in all new started welcome packs |
| | To develop new SENDCO and Pastoral Manager in their respective roles for maximum impact upon provision for children throughout school. | **Qualification achieved by SENDCO of National SENCO award**
• Training identified and attended by SENDCO and Pastoral Manager
• Non-contact time for SENDCO and Pastoral Manager to work together for continuity of provision | SENDCO
Pastoral Manager | On-going until July 2015 | Non-contact time |
| | To develop staff awareness of conditions and strategies for children with specific needs within school. | **Staff training from outside agencies** | School Nurse
Behaviour Support Services | January 2015 | Staff INSET training |
## Action Plan for Able, Gifted and Talented

<table>
<thead>
<tr>
<th>Key Priorities</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify children throughout school who are able or gifted in a curriculum area or talented in terms of skills in specific areas.</td>
<td>To create a register of Able, Gifted and Talented pupils. To challenge and support children with gifts and talents through appropriate differentiation and support.</td>
<td>A,G +T Subject Leader to lead staff meeting</td>
<td>December 2014</td>
<td>None</td>
<td>Once agreed, the A, G and T children will be monitored at 10/20/36 week progress reviews to check that the provision in place is meeting the needs of the children. Children are to be added to/withdrawn from the register.</td>
</tr>
</tbody>
</table>

- Look at forms of assessment/teacher assessment to establish consistent ways of establishing a Able, Gifted and Talented register
- Discuss the role of the parent in the monitoring of Able, Gifted and Talented children within school
# Action Plan for Continuing Professional Development

**Sept 2014**

<table>
<thead>
<tr>
<th>Key Priorities</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Improvement Focus</strong></td>
<td><strong>To ensure that all Subject Leaders develop in their role as leaders of learning, having an impact on whole school standards and quality of provision throughout the curriculum. To train all staff in areas of specialist provision to maximise impact upon learning throughout school. To develop the role of the new SENDCO and Pastoral Manager in the support of specific needs for all learners throughout school.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **To ensure that all Senior/Middle/Phase/Subject Leaders develop in their role as leaders of learning, having an impact on whole school standards and quality of provision throughout the curriculum. (Ofsted action plan)** | • SLT to work alongside HT and Senior School Improvement Advisor to develop roles as leaders of learning and what impact their role plays on whole school improvement  
• Consider the management of people within the role of leaders  
• Consider the management of change as part of the role of leadership | HT  
SSIP  
SLT  
Subject Leaders | On-going until July 2015 | Senior Leadership time/Non-Contact time | |
| **To train all staff in areas of specialist provision to maximise impact upon learning throughout school.** | • Specialist training offered to all teachers and teaching assistants in the support of specific needs for all learners | HT  
SSIP  
SENDCO | On-going until July 2015 | Non-Contact time | INSET Training |
| **To develop new SENDCO and Pastoral Manager in their respective roles for maximum impact upon provision for children throughout school.** | • Qualification achieved by SENDCO of National SENCO award  
• Training identified and attended by SENDCO and Pastoral Manager  
• Non-contact time for SENDCO and Pastoral Manager to work together for continuity of provision | SENDCO  
Pastoral Manager | On-going until July 2015 | Non-Contact time | |
### Key Priorities

**To ensure that pupils make progress in reading, writing and maths that is consistently good if not better.**

**To ensure that progress in reading matches that of progress in writing and maths for all pupils.**

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To ensure that pupils make progress in reading, writing and maths that is consistently good if not better. | - Track the progress of all children at 10, 20, 36 weeks  
- Monitor that the progress all children makes falls within the tracked benchmark at each interval to ensure good progress overall at least, relative to their own starting point | HT  
Class teachers  
Governors to raise questions with HT/SLT about rates of progress of all pupils | Autumn 2  
(10 weeks)  
Spring 1  
(20 weeks)  
Summer 2  
(36 weeks) | Classroom Monitor | | |

| To ensure that progress in reading matches that of progress in writing and maths for all pupils. | - Track progress in reading to ensure that this is equivalent to the progress made in writing and maths for all pupils, relative to their own starting points  
- Lesson observations of reading sessions to ensure quality of teaching and learning opportunities | HT  
Class teachers  
Governors to raise questions with HT/SLT about rates of progress of all pupils | Autumn 2  
(10 weeks)  
Spring 1  
(20 weeks)  
Summer 2  
(36 weeks) | Classroom Monitor | | |

| To ensure that the progress of all named groups of children (disadvantaged/FSM/EAL/SEN) is at least in line with that of their peers, relative to their starting points. | - Monitor groups of children to ensure that progress is at least in line with that of their peers  
- Differentiation to support the needs of all learners  
- Intervention groups to support the learning of pupils who fall below the necessary rate of progress | HT  
Class teachers  
Governors to raise questions with HT/SLT about rates of progress of all pupils | Autumn 2  
(10 weeks)  
Spring 1  
(20 weeks)  
Summer 2  
(36 weeks) | Classroom Monitor | | |
## Action Plan for Teaching and Learning

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To share good and outstanding teaching practice in school to raise standards further.   | - HT/SLT to observe staff in paired observations  
  - SSIP to support HT/SLT in making judgements on teaching and advising how to make improvements | HT  
  SLT  
  SSIP | Oct – SSIP to work with HT  
  Nov- set dates  
  Spring/Summer observations/ feedback | Non-contact time  
  Senior  
  Leadership time for school improvement work | Non-contact time  
  Senior  
  Leadership time for school improvement work |
| To develop school leaders skills in observation, in order to have a positive impact upon teaching and in turn the progress made by children in Reading, Writing and Maths. | - HT to work with SSIP on leadership of teaching and learning  
  - HT/SSIP to work with SLT on observations and impact upon teaching and learning | HT  
  SLT  
  SSIP | Oct – SSIP to work with HT  
  Nov- set dates  
  Spring/Summer observations/ feedback | Non-contact time  
  Senior  
  Leadership time for school improvement work | Non-contact time  
  Senior  
  Leadership time for school improvement work |
| To further develop a creative curriculum allowing for continuous provision, questioning skills, observational skills and enquiry based learning. | - Staff to work together to shape what our curriculum means to the children at Warren Wood  
  - Consider curriculum in terms of coverage of knowledge and skills | HT  
  SLT  
  SSIP | End of Autumn Term – Staff teams to lead staff meetings to show curriculum development and discuss ways forward  
  Spring Term – Review planning | Non-contact time  
  Senior  
  Leadership time for school improvement work | Non-contact time  
  Senior  
  Leadership time for school improvement work |
# Action Plan for Behaviour and Safety

## Key Priorities

### To provide a creative curriculum which gives children a thirst for knowledge and a love of learning.

- Staff to work together to shape what our curriculum means to the children at Warren Wood
- Consider curriculum in terms of coverage of knowledge and skills
- Lesson Observations to identify outstanding practice/share this practice

### To ensure that behaviour and safety are valued as of paramount importance by the whole school community, including the exceptional circumstances of the rebuild project.

- Weekly site meetings
- Daily reminders of safety on site
- Regularly updated newsletters, website, texts, tweets and signage around school to ensure communication is clear for all

## School Improvement Focus

### Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To provide a creative curriculum which gives children a thirst for knowledge and a love of learning. | - Staff to work together to shape what our curriculum means to the children at Warren Wood  
- Consider curriculum in terms of coverage of knowledge and skills  
- Lesson Observations to identify outstanding practice/share this practice | HT  
SLT  
SSIP | End of Autumn Term – Staff teams to lead staff meetings to show curriculum development and discuss ways forward  
Spring Term – Review planning | Non-contact time  
Senior Leadership time for school improvement work |  |
| To ensure the safety of all pupils, carers, staff and contractors during the course of the rebuild. | - Weekly site meetings  
- Daily reminders of safety on site  
- Regularly updated newsletters, website, texts, tweets and signage around school to ensure communication is clear for all | HT  
School Business Manager  
Caretaker  
Project Manager | Ongoing between now and the end of the build - 2015 | Liaison time between HT/SBM/ Caretaker/ Contractors |  |
### Action Plan for Leadership and Management

**To ensure that all Senior/Middle/Phase/Subject Leaders develop in their role as leaders of learning, having an impact on whole school standards and quality of provision throughout the curriculum.** (Ofsted action plan)

**To ensure that all Governors are sufficiently knowledgeable or skilled to hold the school to account for pupil progress.** (Ofsted action plan)

<table>
<thead>
<tr>
<th>School Improvement Focus</th>
<th>Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To ensure that all Senior/Middle/Phase/Subject Leaders develop in their role as leaders of learning, having an impact on whole school standards and quality of provision throughout the curriculum. (Ofsted action plan) | - SLT to work alongside HT and Senior School Improvement Advisor to develop roles as leaders of learning and what impact their role plays on whole school improvement  
- Consider the management of people within the role of leaders  
- Consider the management of change as part of the role of leadership | HT  
SSIP  
SLT  
Subject Leaders | On-going until July 2015 | Senior Leadership time/Non-Contact time |               |
| To ensure that all Governors are sufficiently knowledgeable or skilled to hold the school to account for pupil progress. (Ofsted action plan) | - School Development Plan now holds a section for responsibility for tasks, including governors.  
- Governors are asked in the HT report to be proactive in asking probing and challenging questions to support their understanding of school issues and how these impact upon progress.  
- GB to be allocated a class to work alongside in support of raising awareness of progress measure throughout school. | HT  
Governors | Ongoing – Termly HT Reports in October/February/June | HT Reports  
School Development Plan  
Governors time to work in school  
GB Meetings |               |
### Action Plan for Buildings and Maintenance

**Key Priorities**

**To manage and ensure the safe completion of the school rebuild and remodel project.**

<table>
<thead>
<tr>
<th>School Improvement Focus (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Action to be Undertaken</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To manage and ensure the safe completion of the school rebuild and remodel project. | • Work alongside contractors, council representatives, governors and school staff to maintain safety at all times  
• Create a clear schedule of work where all parties are clear and confident of actions and timeframes to manage during the course of the rebuild.  
• Complete weekly site meetings and daily observational walks around the grounds to ensure that health and safety requirements are met for the safety of all  
• Phase sections of the move so that classes can return | Health and Safety Governor  
HT  
Caretaker  
School Business Manger  
All staff  
Contractors  
Council | November 2014 – December 2015 (approx) | Physical materials connected to the rebuild/remodel |
# School Development Plan – Resources

## 2014 - 2015

### Action Plan for Budget and Finance

<table>
<thead>
<tr>
<th>Sept 2014</th>
<th>Key Priorities</th>
<th>School Improvement Focus (including monitoring, assessment and how will this improve attainment/progress/standards)</th>
<th>Action to be Undertaken</th>
<th>Responsibility (Staff and Governor)</th>
<th>Timescale</th>
<th>Resources</th>
<th>Evidence of Impact (with dates)</th>
</tr>
</thead>
</table>
| To monitor and control the budget effectively throughout the building and expansion work, supporting the need for tight financial constraint and prudent budgeting. | To monitor and control the budget effectively throughout the building and expansion work, supporting the need for tight financial constraint and prudent budgeting. | Half termly monitoring reports  
Resources Committee – GB to be reported to termly  
Money saving purchases and best value purchases/costings to be sought | HT  
School Business Manager  
Resources Committee – Governing Body | On-Going  
Termly GB committee meetings | | (Expected) Balancing of 14/15 budget and setting of 15/16 |
| | To achieve SFVS (Schools Financial Value Standard) in 2015. | Documented evidence and return to be submitted | HT  
School Business Manager  
Resources Committee – Governing Body | To be submitted by March 2015 | | (Expected) SFVS submission to be completed and passed according to the Authority financial expectations and standards |