



Carlisle Infant School Development Plan 2019-2020

'Love Learning, Love Life'



Chair of Governors : Billy Day
Headteacher : Zoe Brittain

Carlisle Infant School Development Plan 2019-2020

Key Priorities for 2019-2020

Priority 1: To strengthen the role of Year Group Leaders and Subject Leaders to increase the impact on the quality of teaching and pupil's learning (3 year priority).

Why was this chosen as a priority?

- Ofsted feedback
- SIP feedback
- New YG leader in autumn term in Reception
- Build capacity across the school

What will success look like by the end of this year?

- Year group leaders will be using data more effectively to close gaps in children's learning.
- Year group leaders will ensure consistency across their year group through collaborative planning and evaluating.
- Subject leaders will have a vision for their subject, be able to talk about the strengths and weaknesses and know the progression from EYFS to Year2.

What is our intent?	How will we implement it?	When will it happen and who will it be completed by?	What will the impact be/Success criteria?	Cost	How and when will this be monitored?	Actual Impact		
						Dec 19	April 20	July 20
Year group leaders use data effectively to inform action plan.	Data is shared with YGL, joint analysis with ZB/VT to inform interventions and quality first teaching.	SLT to look at data 18 th September Share with SLT 25 th September On-going data drops to inform action plan Action plan evaluated and updated in light of end of term data drop by 6.1.20 Action plan shared with governors 22.1.20	Areas identified as a gap are targeted. Gaps in children's learning close.		PM Meeting -termly SLT & Pupil Progress Meeting - termly	Year group leaders have used data to inform autumn action plan and set up interventions as needed.		

		Intervention plan for Spring term by 6.1.20						
Action plan is shared and evaluated with year group team.	Clear expectations and deadlines in SLT meetings.	9.10.19 share with SLT By 11.10.19 share with team By 7.1.20 to include intervention plan shared with whole team	Shared goals and vision within YG teams		PM meeting Observations Learning walks Data	Learning Walk shows teams are clear about areas of focus.		
Year group leaders ensure consistency between classes through book looks and learning walks and give feedback to their team which is followed up as needed.	Joint monitoring with ZB/VT. Regular release time Support with feedback if needed.	See Year group Leader Expectations and Monitoring Schedule Spring monitoring schedule in place with ZB/VT ZB/VT model learning walk, book look with a focus on feeding back to teams SIP to support YGLs with self evaluation of yeargroup	Greater consistency between classes and with expectations for learning and behaviour.		Book scrutiny by ZB/VT Feedback in SLT PM Meeting	Year group leaders are monitoring the learning across classes. Feedback shows learning in books is more consistent than in previous years.		

<p>Subject Leaders ensuring planning and teaching is high quality and consistent between classes.</p>	<p>Regular Subject Leader time Support from ZB/VT with action plan and joint monitoring Subject Learning monitoring schedule in place with clear expectations.</p>	<p>On-going See Subject leader timetable Locality curriculum project 1st October Led by SIP then half-termly sessions. Spring monitoring schedule in place with ZB/VT Main CPD focus for Spring term is planning specific foundation subjects in teams ensuring sequence, progression and coverage.</p>	<p>Intent for Curriculum is clear across all subject areas and is personalised to our school and our children. Progression maps across all 3 year groups for all subjects.</p>	<p>Potential RE scheme</p>	<p>Joint monitoring planning, book looks, pupil voice Action plan and termly evaluations.</p>	<p>Vision statements are written for all areas. These are on the school website. Subject leaders have attended two locality sessions to make links with other subject leaders.</p>		
<p>Progression is clear between year groups and in a sequence of learning.</p>	<p>YG Leader and Subject leaders monitor new planning format with ZB/VT.</p>	<p>On-going SLT to create a whole school curriculum progression grid Each subject has clear intent and implementation-information for parents on website. CPD focus –see Spring term CPD timetable</p>	<p>Clear progression means less overlap, improved consistency. Learning objectives are decontextualised and explicitly focus on the skills and knowledge children are being taught.</p>		<p>Joint monitoring planning, book looks, pupil voice</p>	<p>New planning formats are in place. Subject leaders and Year group leaders are supporting with this.</p>		

<p>Staff understand how to make learning stick and demonstrate this in their planning and teaching.</p>	<p>CPD/ Nov INSET focus on outcomes For the curriculum</p>	<p>CPD Inset on 6.1.20 to focus on effective success criteria, effective ways to ensure prior knowledge sticks Partner talk expectations-3.3.20</p>	<p>Learning is more embedded, children have opportunities to re-visit and make links in their learning.</p>		<p>Pupil Voice</p>	<p>CPD training on 4th Nov. Staff are looking at ways to ensure cognitive load is reduced when planning and preparing resources and are adding opportunities for children to show prior knowledge at start of Foundation Subject sessions.</p>		
---	--	--	---	--	--------------------	---	--	--

Key Priorities for 2019-2020

Priority 2:

To raise attainment in maths so more children achieve and exceed the expected standard at the end of Key Stage One (one year priority).

Why was this chosen as a priority?

- Maths mastery was introduced to staff last year.
- New maths scheme being introduced.
- End of KS1 maths attainment was lower than the LA.
- Several children achieved expected at EYFS who did not achieve expected at KS1.

What will success look like by the end of this year?

- Power maths will be being used consistently across the school.
- End of KS1 maths attainment will be in line with FFT50.
- Year 1 maths attainment will be in line with their EYFS outcomes.
- Book looks will show more evidence of problem solving and reasoning.

What is our intent?	How will we implement it?	When will it happen and who will it be completed by?	What will the impact be/Success criteria?	Cost	How and when will this be monitored?	Actual Impact		
						Dec 19	April 20	July 20
Maths planning	New maths scheme introduced	Oct 25 th Planning monitoring and book look to ensure consistency and alignment with Power Maths.- VT/YGL By 14.2.20	Planning will be consistent across classes Learning will be embedded and concepts fully taught	£300	VT to monitor maths planning with YG leader and to do learning walk	Power up introduced to staff-used by all yeargroups.		

Teacher Subject knowledge	Embed fluency grid with staff and parents Christina Wood to work with year 1	Review termly CPD 25.2.20 Maths mastery led by EH/OF VT feedback on Early Counting to YR,1-Jan 2020	Improved confidence in maths mastery concepts, using correct vocabulary	SPARK credits	VT to monitor in observations with a focus on correct use of vocabulary and through planning.	Videos on Power maths are supporting teacher knowledge.		
Use of manipulatives	Continue to provide training on key concepts of maths mastery including use of manipulatives OF and EH to continue on maths mastery programme	Review termly CPD 25.2.20 Maths mastery led by EH/OF VT to audit manipulatives and order accordingly	Children are more secure in their understanding and able to work more independently.		Pupil Voice and observations	Progress is evident using models and jottings.		
Quality of interventions	Use of power maths strategies – misconceptions, strengthening activities, assessment checkpoints which are linked to units.	YG leader to set up based on AFL Intervention plan by 6.1.20 VT/YGL to quality assure by 14.2.20	Gap is closed rapidly for children		VT to monitor and quality assure interventions Data			
Improving reasoning skills for all pupils	Reasoning CPD for all staff. Reasoning expectations and examples for every year group to ensure progression.	On-going throughout the year. Y1 NOV from CW – support children’s articulation of reasoning by teacher modelling, pair and group talk and use of stem sentences by March 2020.	All pupils will have developed reasoning skills. Teachers will be more skilled at planning reasoning into their lessons.		Observations Book looks Pupil voice	C Wood has worked with y1 to develop this.		

<p>Reading Improved teaching of comprehension to include vocabulary development and specific inference skills</p>	<p>Parent workshop/information to include key comprehension questions. Regular parent teacher dialogue with specific targets shared for the children. CPD Spring term Guided reading to start from September across Key Stage 1 Expectations of reading diaries in everyday – monitoring and responded to by class teacher.</p>	<p>On-going Parent Workshop tbc Reading workshop Feb 2020 Developing Whole class reading provision AL to attend 21.1.20 staff reading CPD</p>	<p>Children are more confident with retrieval and inference skills.</p>		<p>YG and English leader monitoring</p>	<p>Reading diary expectations are in place-this dialogue is supporting children's reading at home. Parents have been given key information to support comprehension.</p>		
<p>GPS Spelling of common exception words and knowledge and application of spelling rules</p>	<p>Spelling taught explicitly using Spelling Shed. Intervention of envelope spelling to be used. CPD for staff on SPAG.</p>	<p>Weekly spelling rule focus YGLs and English leads to monitor and feedback to staff by 14.2.20</p>	<p>Spelling is not a barrier to children achieving expected level. Improved staff subject knowledge.</p>		<p>YG and English leader monitoring</p>	<p>Envelope spelling intervention is in place in year 2</p>		
<p>Writing Sentence structure and use of vocabulary maintained throughout a piece of writing</p>	<p>English expectations revisited in year groups. Clear modelling-explicit focus in planning. Clear success criteria for children. Guided reading sessions to develop vocabulary and sentence structure.</p>	<p>See Year group leader and English lead action plan YGLs and English leads to monitor and feedback to staff by 14.2.20</p>	<p>Writing is more coherent. Teacher's expectations are raised. Consistent judgement of writing across all year groups.</p>		<p>Pupil Progress Meetings Moderation sessions Book looks</p>	<p>Vocabulary focus is very clear in year 2 English and has been commented on by</p>		

	Planned moderation sessions for every year group with particular support in Year 1.					external visitors. All year groups are having regular planned moderation sessions		
Maths	See Priority 2							
PPG Engagement of families	<p>PPG Champion role created</p> <p>Reading diary dialogue with additional home learning ideas shared with parents.</p> <p>Engagement with identified families through PPM to support learning at home</p> <p>PPG local visit to support curriculum knowledge</p> <p>Create PPG support at home packs</p>	<p>Sept 4th</p> <p>Sept 16th all KS1 PPG children to have reading diary comments.</p> <p>FEB 14.2.20</p> <p>March 2020</p> <p>14.2.20</p>	Two way communication with parents to encourage them to listen to children read and comment in reading diary.	See PPG strategy	Half-termly by VT looking at reading diaries	PPG role created. KH works with identified PPG children and families.		

Access to home learning	Mathletics and Bug Club tracked and ability to access provided. Home learning/maths workshop to be delivered by 14.2.20	Half-termly	Children have opportunity to practise key skills. Learning focuses in maths are shared at home with their adults.	£1,000 approx. Bud club paid for by CSA	Half-termly by usage report by VT	Bug Club is set up- information given to parents to support the children's learning with this.		
To improve vocabulary related to the learning in the classroom to improve access to the curriculum.	Pre learning sessions for Year 2 pupils to pre teach vocabulary, concepts and knowledge prior to in class learning. Vocabulary focus for Year 1 pupils to improve their language understanding and reading comprehension.	To start 5 th Nov	Children have more confidence in class discussions and show improved vocabulary.	See PPG strategy.	Observation from Class teacher over time. Leuven Scales – termly. PPG champion to observe pupils and track progress.	PPG groups set up to pre-teach vocabulary and develop language.		

<p>SEN</p> <p>To be able to show and track small step progress</p>	<p>All children at SEN Support to have a single target relating to their specific area of need which will be updated regularly and be shared with parents; this is in addition to their class targets.</p> <p>Children with EHCPs will need targets representing stepping stones towards their outcomes.</p> <p>Progress can be tracked through Classroom Monitor but may involve using the previous year group's tracking if appropriate.</p>	<p>By Autumn half term</p> <p>Updated termly</p> <p>Ongoing</p>	<p>Small step progress in relation to their main target. All adults have a shared aim.</p> <p>Next steps are easier to identify and plan for.</p> <p>By using the appropriate statements in Classroom Monitor, it will enable progress to be identified.</p>		<p>Senco to work alongside class teachers and parents. Senco to monitor.</p>	<p>SEN targets are in place.</p> <p>Progress for EHCP children is being tracked as appropriate to their need-e.g. through collecting evidence against targets.</p>		
--	--	---	--	--	--	--	--	--

<p>Children are more aware of what good learning behaviour looks like and can demonstrate this</p>	<p>Learning behaviour animals to be introduced to pupils, staff and parents.</p> <p>Half-termly focus for each learning behaviour.</p> <p>Learning behaviour display in every classroom.</p> <p>Celebration assembly focuses on learning behaviour with certificates. regular updates in newsletters explaining the clear focus</p> <p>Stories to implement learning behaviours created</p> <p>Stuck posters created to provide children with tools in classroom</p> <p>Learning behaviours communicated to parents plan</p>	<p>By Sept 27th</p> <p>Each half-term</p> <p>By Oct 11th</p> <p>To start Sept 27th</p> <p>13.1.20</p> <p>10.3.20</p> <p>13.1.20</p>	<p>Children are able to talk about how they learn and what helps them to be good learners</p>		<p>Learning Walk SIP visit Pupil Voice- Sept Assembly feedback from children</p> <p>Learning environment check by YGL</p> <p>Governor invited to assembly when launching new behaviour for learning focus.</p>	<p>Learning behaviours introduced. Evident in SIP Visit during assembly and during lesson obs and learning walks this term.</p>		
--	--	--	---	--	--	---	--	--

<p>IT services become more efficient.</p>	<p>IT tender circulated and new contractor appointed. New contractor to start</p> <p>Click to provide IT audit It plan in place for school priorities</p>	<p>20th September 23rd September</p> <p>28th October</p> <p>Jan 2020 Feb 2020</p>	<p>Save money Cost will be halved Greater efficiency Teacher training</p>		<p>Monthly meeting with SLT F and P to monitor IT work log and back up</p>	<p>New IT contract in place</p>		
<p>Robust procurement procedure in place so all expenditure is signed off prior to purchase.</p>	<p>Expectations shared with staff Monthly budget monitoring shared with all staff</p>	<p>4th September</p>	<p>Save money Staff have greater awareness of schools financial position</p>		<p>By Chair of F&P</p>	<p>All staff are aware of procurement processes. Expenditure is signed off in advance.</p>		
<p>Budget tracking</p>	<p>Monthly budget monitoring meetings in place Rosemary to join meetings Visit to LA school to observe finance meeting.</p> <p>50% reduction on Spark costs negotiated by DF.</p>	<p>Every month</p> <p>23.1.20</p>	<p>Clearer picture of where the school is financially Improved forward planning</p>		<p>By ZB,VT,RH,DF, F&P</p>	<p>Monthly meetings in place Rosemary has joined these meetings</p>		

<p>Communication with staff.</p>	<p>Google Calendar for school diary which all staff know how to access.</p> <p>Half termly check in with staff-what has gone well/ what could we do so better.</p> <p>All staff to attend INSET and CPD sessions.</p> <p>SLT to include on minutes from meeting which information should be fed back to staff.</p> <p>Staff survey response shared with SLT and staff-summary document you said, we did.</p> <p>Office vibe survey for staff launched Feb 2020</p>	<p>By Oct 25th</p> <p>On-going</p>	<p>Staff are aware of all events and can plan workload better.</p> <p>Issues raised and dealt with in a timely fashion-opportunity for staff voice.</p>		<p>Staff survey-termly SLT feedback</p>	<p>Staff attending all CPD.</p> <p>Staff have communicated thoughts on what we should stop, start and continue ..</p>		
<p>Staff feel able to manage workload and enjoy coming to work.</p>	<p>Regular Subject leader and Year group leader time in place.</p> <p>Power Maths introduced, PE scheme, planning formats ensure staff are using PPA time more effectively.</p> <p>Wellbeing initiatives to be discussed by SLT and Wellbeing Plan developed with SLT Jan 2020.</p>	<p>From Sept 16th 2019</p> <p>By Oct 25th</p> <p>October 16th Caroline Storey to lead SLT meeting on wellbeing.</p>	<p>Staff morale has improved.</p> <p>Staff are better able to manage workload.</p>		<p>Half termly staff survey.</p>	<p>Initial Wellbeing session led by Caroline Storey identified key themes.</p>		

Priority 7: To ensure federation transition procedures are fully in place and inform a smooth and supportive process for all (on-going priority).

Why was this chosen as a priority?

- In line with governor and SLT focus/ parental feedback and expectations of the federation.

What will success look like by the end of this year?

- Feedback from parents about the transition is positive.
- Feedback from the Year 3 teachers show the pupils are well prepared for the next stage in their education.

What is our intent?	How will we implement it?	When will it happen and who will it be completed by?	What will the impact be/Success criteria?	Cost	How and when will this be monitored?	Actual Impact		
						Dec19	April 20	July 20
The process of transition from KS1- KS2 for all federation pupils- with a focus on SEND and disadvantaged pupils.	Create a timeline of dates and expectations- to ensure early and rigorous preparation for the successful transition of pupils from KS1- KS2- involving all relevant professionals across the two sites (class teachers/ LSAs/ SENCo/ DSOs) and including detail of pupil visits and parental links and communications that will support this process.	Spring term introduction. Summer term completion. Autumn term review and updates.	All Y2 pupils feel prepared for a smooth and supportive transition to HHJS. A shared understanding by KS1 and KS2 staff in regard to the transition process and expectations. Parental awareness of timescales and expectations.	Release time TBC	Pupil transition surveys Staff feedback Y2-3 staff/ SENCo/ safeguarding/ PPG/ EAL records and feedback Parent survey and feedback			
A KS1-2 curriculum that is aligned to new ofsted requirements and	Ensure curriculum coverage and progression are supportive to a successful	Autumn term – summer term	Children accessing a curriculum that has clear endpoints that	Release time TBC	Curriculum reviews Transition meeting- Y2-3 teams	Staff have attended two		

supportive to successful pupil transition.	KS1-2 transition- ensuring details of curriculum coverage and progress are communicated between Y2 and Y3 teams.		are fully aligned to the requirements of the national curriculum (with identified skills and knowledge).			locality curriculum sessions.		
Clear procedures to ensure that the needs of all pupils who are transitioning with SEND/ additional needs are identified and communicated, with consideration of next step actions.	Communication of pupil records and profiles. Details of additional inputs and interventions shared between Y2 and Y3 teams. Moderation exercises completed. Communication of behaviour concerns and expectations. HHJS team invited to network/ EHCP meetings for Y2 pupils pre-transition. CIS team to visit as required, post transition- for ongoing advice and input.	Spring term onwards	All professionals and parents involved in supporting pupils with additional needs have shared communications which are supportive to successful transitions.	Staff release time TBC	SEN/ EAL/ PPG/ CLA reviews and records Transition feedback- pupil and parent Staff feedback- pre and post transition	Teacher from HHJS SRP has been to observe child in year 2 in advance of December review to see if he matches the SRP provision.		