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The Prince of Wales School School Development Plan 2017-2020

The Headteacher is responsible for approving the School Development Plan and for ensuring that it is followed. Governors ratify the School Development Plan to ensure that it is in line with the ethos of the School. The School Development Plan applies to the Headteacher and to all staff employed or volunteering at the School.

The School Development Plan should be read in conjunction with -

- School Self-Evaluation Form
- School Self-Evaluation Cycle
- Subject and Phase Specific Raising Achievement Plans

Status:	Approved
Drafted by:	Gary Spracklen - Lead Ann Johnson, Sam Johnson, Chris Gibson and Julia Nineham
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STATEMENT OF CURRICULUM AIMS

The school aims for the development of the whole child. By this we mean the development of the child academically, emotionally, socially, physically, spiritually and morally, to achieve the highest standards for each individual. We aim to educate our children about the importance of a healthy lifestyle.

This will be attained by setting the highest expectations for each child's achievement and by providing a broad and vibrant curriculum. The basics of Literacy, Speaking and Listening, Numeracy and Computer Science skills are given a high priority. We also believe in the vital importance of a curriculum that is enjoyable, interesting, fun and genuinely engages the attention of young children.

We aim for all our children to develop positive attitudes to learning, as well as to improve their skills and increase their knowledge.

Since children learn in different ways, the school adopts a wide variety of teaching and learning styles and organisational strategies to suit the purpose of different activities.

ETHOS STATEMENT

The school aims to develop self motivated, self controlled, responsible individuals who are physically and emotionally healthy.

We aim to do this by inspiring children's interest by the provision of an exciting curriculum which is broad, balanced and relevant.

Every member of the school staff has a responsibility to value, respect, care for, praise and listen to each individual in order to encourage such attitudes in our children.

We aim to encourage children -

- to develop the qualities of the DASP Citizen: caring, considerate, courteous, communicative, confident, conscientious and co-operative
- to be sensitive to the needs of others (caring)
- to appreciate each others' strengths and to understand each others' weaknesses
- to work hard (conscientious)
- to participate fully (communicative)
- to work on their own with independence and effectively in pairs and groups (co-operative)
- to develop pride in their work, their achievements and their school (confident)
- to be polite and well-mannered (courteous).
- to look after their own and other peoples' belongings and to respect their immediate and wider environment (considerate)
- to be aware of their own and other people's rights and responsibilities.

There are clear guidelines for acceptable behaviour. Children have a fundamental right to come to school to work and play without being disturbed or disrupted.

MISSION STATEMENT

Our mission is to start children on the road to becoming -

- keen and willing learners
- fluent readers with a love of books
- expressive and accurate writers, able to communicate for a variety of different purposes
- clear and correct speakers of English
- mathematicians with the basic skills, knowledge and strategies to solve problems
- curious scientists full of wonder about the world
- confident users of computers and technology in a rapidly changing world
- participants in physical activity, stretched to their individual limits with opportunities to compete against others, aware of their own responsibility to keep fit and healthy through exercise.
- innovative and creative designers and artists, able to handle a wide range of materials, including healthy foods
- responsible and respectful citizens with a national and global awareness of other people, places and beliefs, now and in the past.

Our responsibility is to meet the additional needs of all children, including the very able. We take great pride in the large number of children achieving well above expected levels of attainment in national tests as well as the progress made by children with significant barriers to their learning.

SUMMARY OF SCHOOL DEVELOPMENT PLAN - 2017-2020

1  Raise attainment and accelerate progress

2  Improve the quality of teaching and learning

3  Improve the conditions for learning

4  Develop the school as a professional learning community

LEADERSHIP AND MANAGEMENT ACTION PLAN

- ⚠️ Raise attainment and accelerate progress
- ⚠️ Improve the quality of teaching and learning

- ⚠️ Improve the conditions for learning
- ⚠️ Develop the school as a professional learning community

Objectives / Why	Strategies for Action	Drivers (D) Advocates (A)	Review Date	Costed Resources & LINK GOVERNOR	Outcome	Further Development
School leadership and management is second only to classroom teaching as an influence on pupil learning and attainment. School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.	EFFECTIVE HEADTEACHER New Headteacher (September 2017) is effectively inducted into the school. Headteacher to develop a strong understanding of school's strengths and weaknesses and to lead on self-evaluation and development planning. Headteacher fulfils statutory roles and responsibilities	Headteacher (D) CoG (A) Governing Body (A) School Community (A)	Weekly Meeting Termly PDR Follow Self Evaluation Cycle	Dorset SEP Package (all four elements) - £1,700 New Headteacher support (through DASP, DCC and Dorset Teaching School Alliance) - £400 CHAIR OF GOVERNORS	Headteacher's knowledge of the school's strengths and weaknesses supports strong self-evaluation and development planning. Work leads to impact.	Work leads to sustained action and sustained improvement.
	DEVELOPING LEADERS At every level the role and impact of leaders is developed. Appraisal at all levels to be thorough and rooted in school improvement. Supported by DASP Professional Learning Programmes. NB (P.10).	Headteacher (D) SLT (D) All (A)	See POW Quality Assurance Sheet for week by week programme	SPTO - £1,500 CHAIR OF GOVERNORS	All staff have clarity in their role and what is expected of them Poor performance is challenged and then supported to improve	Future opportunities to support other schools through Teaching School status or similar if leadership is effectively developed
	EFFECTIVE GOVERNANCE Governance will systematically challenge senior leaders regarding deployment of resources to secure impact in outcomes, subjects, sports, literacy and numeracy programmes and how pupil premium leads directly to improvements for disadvantaged children. Governance will continue researching the potential of a MAT.	CoG (Driver) Governing Body (A) Headteacher (A) Local Authority (A)	Monthly Meeting Annual Review	Governor Training - DCC Programme and additional package of support provided through Peter Farrington (NLE) - £600 CHAIR OF GOVERNORS	Governors can talk with great authority about a wide range of school leadership foci and have a deep and accurate understanding of the school's effectiveness.	

TEACHING, LEARNING AND ASSESSMENT ACTION PLAN

- ⚠️ Raise attainment and accelerate progress
- ⚠️ Improve the quality of teaching and learning

- ⚠️ Improve the conditions for learning
- ⚠️ Develop the school as a professional learning community

Objectives / Why	Strategies for Action	Drivers (D) Advocates (A)	Review Date	Costed Resources & LINK GOVERNOR	Outcome	Further Development
Our teaching, learning and approach to assessment has the capacity to shape the minds and futures of all our pupils. At the Prince of Wales School we introduce young minds to the wonder of learning - and to the basic tools of learning that pupils will use their entire lives.	HIGH QUALITY TEACHING New accountability measures to raise standards and expectations introduced and led by SLT. Use of 'Teach Like A Champion' materials used to support clear focus on high expectations.	SLT (D) Teaching Staff (A)	Termly Formal Ongoing Informal	Internally Led VICE CHAIR OF GOVERNORS	Improved quality in teaching and learning evident in children's books, outcomes and levels of progress.	Culture of 'continuous progress' is embedded and sustained.
	HIGH QUALITY LEARNING Curriculum review by Headteacher to ensure effective coverage of the National Curriculum (2014) and appropriate challenge. Focus on 'greater depth' provision.	Headteacher (D) SLT (A) Teaching Staff (A) All (A)	Autumn Term	Internally Led VICE CHAIR OF GOVERNORS	Curriculum meets requirements of the National Curriculum (2014) and provides ample opportunity for learners to demonstrate a 'greater depth' in core subjects.	% of children achieving 'greater depth' in core subjects improves and is sustained through a rich and challenging curriculum.
	HIGH QUALITY ASSESSMENT Embed SPTO (School Pupil Tracker Online) and establish stronger protocols for assessment and progress. Increase quality and <u>frequency</u> of information provided to parents/carers. New assessment calendar. Disadvantaged pupils to remain priority for discussion at all pupil progress meetings.	Headteacher (D) SLT (D) Governing Body (A) All (A)	Termly Formal Ongoing Informal	SPTO - £1,500 Internally Led VICE CHAIR OF GOVERNORS	Staff effectively use SPTO and are able to identify any areas of risk. Senior Leaders/Governing Body fully understand every child's learning story and use all resources efficiently to maximise progress. Continue to develop pupils ability to articulate their knowledge and understanding clearly in an age-appropriate way.	

RAISING STANDARDS IN EYFS ACTION PLAN

- ⚠️ Raise attainment and accelerate progress
- ⚠️ Improve the quality of teaching and learning

- ⚠️ Improve the conditions for learning
- ⚠️ Develop the school as a professional learning community

Objectives / Why	Strategies for Action	Drivers (D) Advocates (A)	Review Date	Costed Resources & LINK GOVERNOR	Outcome	Further Development
This is a very important stage as it helps children get ready for school as well as preparing them for their future learning and successes. From when a child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.	HIGH QUALITY TEACHING Existing and new staff have opportunities to develop professionally. To develop reading and writing strategies to ensure outstanding progress is made in the early years. Ensure all maths teaching uses manipulatives to make number concrete. To establish new home learning 'projects' to be sent out once a half-term.	Chris Gibson (D) Julia Nineham (D) Headteacher (A) Pre-school staff (A) Sue Howell (A)	Ongoing Every half-term through SPTO Ongoing Every half-term	External Courses - £350 EYFS LINK GOVERNOR	All staff feel they have regular opportunities to develop and use new content in teaching and learning. Children make outstanding progress in writing through the early years. Children develop a keen sense of number and are able to apply knowledge in a variety of contexts: 'the fourness of four.' Home learning uptake is increased. AIM - Increase % of girls meeting the 'Exceeding' standard in Reading.	
	HIGH QUALITY LEARNING Develop the outdoor environment - in particular mark making and maths. Offer all learners opportunities through hands on learning experiences using the school grounds.	Chris Gibson (D) Julia Nineham (D) Headteacher (A) Pre-school staff (A) Sue Howell (A)	Half-termly reviews through outdoor development plan Ongoing	Funded by PTA £TBC EYFS LINK GOVERNOR	The outdoor environments for reception and pre-school offer a full range of activities catering for all needs. Children gain a more concrete understanding of the world around them and are keen to interact and converse about it.	
	HIGH QUALITY ASSESSMENT Ensure all members of staff carry out high quality observations of children's learning. Ensure effective moderation. Continue developing use of SPTO to track children's progress through all areas of the early years curriculum.	Chris Gibson (D) Julia Nineham (D) Headteacher (A) Pre-school staff (A) Sue Howell (A)	Ongoing Half-termly	SPTO - £1,500 Internally Led EYFS LINK GOVERNOR	All areas of the early years curriculum are present in children's learning journeys through adult observations. SPTO highlights children making outstanding progress and draws attention to children not making enough progress. Timely interventions then be put in place.	

RAISING STANDARDS IN LITERACY ACTION PLAN

- ⚠️ Raise attainment and accelerate progress
- ⚠️ Improve the quality of teaching and learning

- ⚠️ Improve the conditions for learning
- ⚠️ Develop the school as a professional learning community

Objectives / Why	Strategies for Action	Drivers (D) Advocates (A)	Review Date	Costed Resources & LINK GOVERNOR	Outcome	Further Development
Helping someone to read and write effectively improves the future of everyone in society. Literacy is critical to economic development as well as individual and community well-being. Our economy is enhanced when learners have higher literacy levels.	HIGH QUALITY TEACHING Use SPTO assessments and objectives to inform planning. Use of AFL strategies and building learning powers. Use of marking policy and effective feedback. Use of drama to contextualise learning. Regular and consistent use of working walls. Use of Education Endowment Foundation Guidance for Improving Literacy materials.	Sam Johnson (D) Headteacher (A) Class Teachers (A) All (A)	Autumn 2 + ongoing.	SPTO - £1,500 Internally Led LITERACY LINK GOVERNOR	Raised standards of writing evident in books. High quality effective marking, feedback and dialogue evidencing instant impact in books. High quality learning environment evident where children are motivated, resilient and focused with a pride in their work. High quality differentiation where all learners are successful.	% children achieving better than expected progress and greater depth of learning. Good/Outstanding lessons and classroom practice. Continuous culture of sharing good practice.
	HIGH QUALITY LEARNING Phonics blasts to be further embedded as part of daily practice. Particular focus on unit roll. Investigate spelling schemes - possibly No Nonsense spelling. Drama and visual literacy opportunities supporting Big Write to be embedded as part of half termly literacy practice in each class.	Sam Johnson (D) Headteacher (A) Class Teachers (A) All (A)	Autumn 2 Autumn 1 Autumn 2	Internally Led Money for Scheme - £TBC LITERACY LINK GOVERNOR	Vernon and Salford scores showing progress. Consistent application of spelling rules evident in books. Children enthusiastic about reading and writing with an ability to write for extended periods evident in books.	% children achieving better than expected progress and greater depth of learning.

RAISING STANDARDS IN LITERACY ACTION PLAN (CONTINUED)

⚠️ Raise attainment and accelerate progress

⚠️ Improve the quality of teaching and learning

⚠️ Improve the conditions for learning

⚠️ Develop the school as a professional learning community

Objectives / Why	Strategies for Action	Drivers (D) Advocates (A)	Review Date	Costed Resources & LITERACY LINK GOVERNOR	Outcome	Further Development
Helping someone to read and write effectively improves the future of everyone in society. Literacy is critical to economic development as well as individual and community well-being. Our economy is enhanced when learners have higher literacy levels.	<p>Purchase new sets of guided reading books that are more challenging for upper ability KS2 readers.</p> <p>Continue to explore guided reading warm – up activities as part of sharing good practice.</p> <p>Literacy learning walls to be developed further and used daily in lessons as well as sharing good practice opportunities.</p> <p>Continue to create collaborative writing opportunities across the school regularly during themed weeks.</p>	<p>Sam Johnson (D)</p> <p>Headteacher (A)</p> <p>Class Teachers (A)</p> <p>All (A)</p>	<p>Autumn 2</p> <p>Autumn 1</p> <p>Autumn 2</p> <p>Ongoing</p>	<p>Funded by PTA £TBC</p> <p>LITERACY LINK GOVERNOR</p>	<p>Confident speakers and listeners evident in whole school opportunities for performance, themed events and collaborative work.</p> <p>Evidence of greater depth in books and as part of guided reading lessons.</p>	<p>Ensure all teachers are confident teaching all aspects of literacy with good subject knowledge and in a variety of ways to engage, inspire and enthuse children.</p>
	<p>HIGH QUALITY ASSESSMENT</p> <p>Internal and external moderations termly/half termly using KPIs and exemplification materials to support teachers.</p> <p>Independent Big Write half termly to inform assessment, deep marking and extended writing opportunity.</p> <p>To continue to make point to point analysis at each assessment point and to give feedback and action points to class teachers about identified children.</p> <p>Ensure effective AFL strategies are embedded alongside effective feedback and the use of the marking policy.</p>	<p>Sam Johnson (D)</p> <p>Headteacher (A)</p> <p>Class Teachers (A)</p> <p>All (A)</p>	<p>Ongoing</p> <p>Ongoing through moderations.</p> <p>½ Termly</p> <p>Autumn + ongoing.</p>	<p>External Courses - £350</p> <p>LITERACY LINK GOVERNOR</p>	<p>Greater familiarity with expectations for children not only at a class level, but also looking forward to end of KS1 and 2.</p> <p>Use of point to point analysis to support future teaching and learning to make immediate change.</p> <p>Regular use of SPTO.</p>	<p>A bank of moderation outcomes that support the day to day assessment of all pupils.</p>

RAISING STANDARDS IN MATHS ACTION PLAN

- ⚠️ Raise attainment and accelerate progress
- ⚠️ Improve the quality of teaching and learning

- ⚠️ Improve the conditions for learning
- ⚠️ Develop the school as a professional learning community

Objectives / Why	Strategies for Action	Drivers (D) Advocates (A)	Review Date	Costed Resources & MATHS LINK GOVERNOR	Outcome	Further Development
We use maths in every aspect of our lives at work and in practical everyday activities at home and beyond. We use maths when we go shopping or plan a holiday, decide on a mortgage or decorate a room. Good numeracy is essential to us as teachers helping our children learn, as patients understanding health information, as citizens making sense of statistics and economic news. Decisions in life are so often based on numerical information: to make the best choices, we need to be numerate.	HIGH QUALITY TEACHING Assess and address the teaching of measure across the school. Monitor and encourage use of Maths No Problem, NCETM Mastery Materials and White Rose Hub resources to support effective planning. To support and provide time for effective planning and delivery of 1stClass@number intervention. Planned time for paired / mentored teaching to develop effective practice for planning and delivery of maths for diverse groups of children.	Ann Johnson (D) Headteacher (A) Class Teachers (A) Linda Scott (A)	Termly on different aspects of measure. Check Maths Improvement folders at beginning of year. Identify children in advance and liaise with LS for each 10 week programme. Half termly.	Resources - £200 MATHS LINK GOVERNOR	To ensure all teaching is good or outstanding across the school. All teachers have the materials to inform teaching, especially at greater depth level. Greater subject knowledge in all staff relating to the teaching of and vocabulary of measure. Greater flexibility in and understanding of structuring maths to support current classes.	
	HIGH QUALITY LEARNING Ensure the CPA approach is embedded firmly in all of our practise. Purchase high quality resources for each class to use to support this. Use of effective questioning (written into planning) to encourage higher order thinking. Maths learning walls to be developed further and used daily in lessons.	Ann Johnson (D) Headteacher (A) Class Teachers (A) All (A)	Monitor through School Evaluation Cycle / Book Scrutiny and lesson observation. Per term purchase equipment to support measurement topics taught. Check and photograph displays in each class monthly.	Resources - £200 Internal Support MATHS LINK GOVERNOR	Concrete resource being used on a daily basis in all classes. Maths No Problem Resources being used to inform guided group practise as well as whole class lessons. Greater % of children achieving greater depth understanding at key assessment points. Learning walls fresh and changing regularly, children refer to these when learning.	

RAISING STANDARDS IN MATHS ACTION PLAN (CONTINUED)

- ⚠️ Raise attainment and accelerate progress
- ⚠️ Improve the quality of teaching and learning

- ⚠️ Improve the conditions for learning
- ⚠️ Develop the school as a professional learning community

Objectives / Why	Strategies for Action	Drivers (D) Advocates (A)	Review Date	Costed Resources & LINK GOVERNOR	Outcome	Further Development
We use maths in every aspect of our lives at work and in practical everyday activities at home and beyond. We use maths when we go shopping or plan a holiday, decide on a mortgage or decorate a room. Good numeracy is essential to us as teachers helping our children learn, as patients understanding health information, as citizens making sense of statistics and economic news. Decisions in life are so often based on numerical information: to make the best choices, we need to be numerate.	<p>HIGH QUALITY ASSESSMENT Moderating work across school, year groups and KS in school, pyramid and through LA to ensure accurate assessment.</p> <p>Use of National Exemplification of standards at KS1 and KS 2 to support teachers understanding of expected standards.</p> <p>To develop strategies for self and peer assessment in mathematics across the school through use of assessment opportunities from Maths No Problem, NCETM - Greater Depth Materials, Rising Stars Materials and sharing our own strategies.</p> <p>To continue to make point to point analysis at each assessment point and to give feedback and action points to class teachers about identified children.</p>	<p>Ann Johnson (D)</p> <p>Headteacher (A)</p> <p>Class Teachers (A)</p>	<p>Keep folder of moderation outcomes across the year.</p> <p>Reshare place value toolkit developed last year to ensure teachers are aware of the websites signposted.</p> <p>Set expectations for assessment points in line with completion of topics and SPTO deadlines.</p> <p>At SPTO assessment points.</p>	<p>SPTO - £1,500</p> <p>Internally Led</p> <p>MATHS LINK GOVERNOR</p>	<p>A bank of moderation outcomes that support the day to day assessment of all pupils.</p> <p>Greater familiarity with expectations for children not only at a class level, but also looking forward to end of KS1 and 2.</p> <p>Use of point to point analysis to support future teaching and learning to make immediate change.</p>	

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE ACTION PLAN

⚠️ Raise attainment and accelerate progress
⚠️ Improve the quality of teaching and learning

⚠️ Improve the conditions for learning
⚠️ Develop the school as a professional learning community

Objectives / Why	Strategies for Action	Drivers (D) Advocates (A)	Review Date	Costed Resources & LINK GOVERNOR	Outcome	Further Development
Whatever one believes the aim of education to be, all of these are best realised in schools where good behaviour is the norm, and antisocial, selfish, or self-destructive behaviour is minimised. Staff well-being, retention and working conditions are also optimised by the propagation of good behaviour. Time and material resources are saved.	HIGH BEHAVIOURAL EXPECTATIONS Revisit the school's policy for Behaviour, Ethos and Discipline. Continue discussions about homophobic prejudice. Ensure all staff are aware of the actions within this and systems of dealing with children and situations. Use of Tom Bennett's report.	Headteacher (D) SLT (A) Governing Body (A) All (A)	Autumn Term	Internally Led CHAIR OF GOVERNORS	Policy is fit for purpose, all staff and children are adhering to this and this is also communicated out to parents.	Behaviour monitoring system to move to an appropriate electronic format. All staff (and Governors) to become more aware of the role of the ELSA.
	OUTSTANDING PERSONAL DEVELOPMENT OPPORTUNITIES For children through the introduction of the 'POW Passport' - inspired by this from the National Trust . Passport to be developed through the School Council. For staff through DASP Professional Learning Programmes* and other external training opportunities.	School Council (D) All (A)	Ongoing	Happy, engaged and active children and staff. A strong learning community. *DASP Professional Learning Programmes include opportunities for NQTs, a programme for teachers who have recently completed their induction year (Early Professional Development), Aspiring Middle Leader programme, Aspiring Senior Leader programme, an ECDL (European Computer Driving Licence) course and a 'Coaching for Learning' course as well as many more opportunities.		
	STRONG SAFEGUARDING PRACTICE Consider use of 'My Concern' (online system for logging and tracking safeguarding concerns). Continue programme of awareness raising through CPD and sharing of Serious Case Reviews.	Headteacher (D) - DSL All (A)	Ongoing	Purchase My Concern System - £1,500 SAFEGUARDING LINK GOVERNOR	Keeping all training and awareness up to date and relevant to ensure all staff are viewing safeguarding as 'it could happen here'.	Use of My Concern is embedded and developed through a DASP and/or potential MAT.
	STRONG WELFARE PRACTICE Ensure Health and Safety and Risk assessments are appropriate for activity and individuals involved.	Headteacher (D) - DSL All (A)	Ongoing	Internally Led HEALTH AND SAFETY LINK GOVERNOR	Appropriate training and support ensures an effective culture is developed and maintained.	

