



Fairlands Middle School

School Development Plan

2019-20

ACTION PLAN 1: The Quality of Education

Target	Impact	Strategies	Timescale	Resource
1.1 Lessons should be differentiated to an even greater degree to enable pupils to be challenged further	High aspirations shown from all staff at all times for ALL pupils. Pace and challenge should be evidenced in Schemes of Learning. Quality of FIT work more closely monitored <i>Evidence: Schemes of Learning, learning walks, scrutiny of work</i>	<ul style="list-style-type: none"> • SLG to highlight areas of strength, as well as areas of improvement, following learning walks • Conduct a programme of joint learning walks with SLG/CL • CL's to address identified issues within their Curriculum SEF • SM / KP to analyse progress data termly • MV to provide Top Tips to teachers for support in differentiation 	Dec 2019 Ongoing	Staff meetings to include TeachMeet sessions R&D groups EP pyramid meetings
1.2 Not enough pupils make accelerated progress	An accessible, challenging curriculum is in place for all pupils to access. Progress monitored by CL's to challenge classroom teachers on learning taking place in their classes. Skills are being transferred and embedded across the curriculum, particularly in literacy and numeracy <i>Evidence: Schemes of Learning reviewed, learning walks, scrutiny of work</i>	<ul style="list-style-type: none"> • CLs to review of 2018-19 progress data to gauge suitability of current schemes of learning and assessment for lower ability pupils. • CLs to produce curriculum SEF with recommendations for curriculum for 2019-20. • KP to carry out full curriculum audit and intent focus. Ensure that this information is available to all staff • Use of Literacy Online for regular assessment of reading and spelling ages for all pupils • Use of NCETM and NLE/SLE to provide stronger provision in mathematics 	Nov 2019 Mar 2020 July 2020	KP Curriculum Leaders ESN/KL
1.3 High Quality work is not produced consistently enough by all groups of pupils	Ensure that high quality work is the expectation for ALL pupils at all times. Regular monitoring of work by CL's <i>Evidence: learning walks, scrutiny of work, SEP visits, peer review</i>	<ul style="list-style-type: none"> • SLG/CL's to review examples of work from work scrutinies to provide best practice and exemplar material for all staff • Whole staff scrutiny of work on a more regular basis to ensure consistency across the curriculum for all pupils • As FIT is embedded look at raising the quality of FIT work by all pupils • All staff to be aware of pupils reading and maths ages to ensure that work is appropriate to each child 	Sept 2019 Dec 2019 Apr 2020	KP Curriculum Leaders
1.4 Pupils from disadvantaged backgrounds are not attaining as highly as others	All pupils accessing BEC receiving an appropriate curriculum leading to formal qualifications delivered through high quality teaching.	<ul style="list-style-type: none"> • CL's for both English and maths given additional release time to monitor standards and support pupils/staff across their subject area 	Sept 2019	Curriculum Leaders

	<i>Evidence: learning walks, P&A tracker</i>	<ul style="list-style-type: none"> • Use of HLTA's in English and maths for interventions sessions to take place earlier and more regularly • Pupil Champion teaching more lessons and more targeted support rather than mentoring 	Ongoing with review at Dec 2019 and Apr 2020	KP MV FG
1.5 Review changes implemented following curriculum review	<p>Pupils to attend lessons at all times where possible. Intervention sessions to take place over shorter periods of time with more measurable outcomes monitored</p> <p><i>Evidence: Learning walks, reading and spelling ages for pupils</i></p>	<ul style="list-style-type: none"> • SM / KP to review changes including <ul style="list-style-type: none"> ○ Intervention programme ○ Year 7 Catch Up programme ○ CID lesson format ○ Additional literacy and numeracy lessons in KS2 • Review impact upon pupils of shorter and sharper intervention sessions 	<p>Sept 2019</p> <p>Dec2019</p> <p>Apr 2020</p> <p>Jul 2020</p>	KP MV
Projected cost of this Action Plan: £15000				

ACTION PLAN 2: Behaviour and Attitudes

Target	Impact	Strategies	Timescale	Resources
2.1 Behaviour & attitudes to continue to be a focus of all Curriculum SEF's and lesson observations	SLG aware of behaviour and attitudes to learning in all curriculum areas	<ul style="list-style-type: none"> • SLG to carry out curriculum SEF annually • SLG to carry out joint learning walks with CL's 	Nov 2019 Ongoing	SM KP
2.2 The method of analysis of trends of behaviour over time should be sharper	Increased staff awareness of what is acceptable Increased staff awareness of inappropriate low level behaviour at social times <i>Evidence: SiMS reports,</i>	<ul style="list-style-type: none"> • SM and HH to monitor exclusion rates and the reasons for them • SM and HH to monitor attendance rates and the reasons for them • Create an attendance poster to accompany attendance letters to families to demonstrate impact on lost learning • Use of A4A to target low attending pupils 	Sept 2019 Ongoing	HH SM KT & tutors LHu
2.3 A Minority of pupils need support to demonstrate consistently high levels of self-control in social time situations	Greater consistency in how incidents are reported and recorded on SiMS <i>Evidence: SiMS reports, A4A programme,</i>	<ul style="list-style-type: none"> • Ensure that communication and visibility of duty staff is easy for pupils to identify in social time situations (bibs, walkie-talkie, etc) • Mini Police to support vulnerable pupils during social time sessions • Well-Being Champions to support vulnerable pupils during social time sessions • Greater selection of activities on offer at lunchtime for enrichment and play • Purchase of additional play equipment to engage pupils better at lunchtime 	Ongoing	HH RJC
2.4 Ensure that we continue to provide a safe and caring environment for pupils to achieve their potential	More consistent approach across school to recording information on SiMS Review rewards system alongside pupils, especially KS3 Staff feel supported and confident (staff wellbeing). <i>Evidence: School council, pupil survey, records of behaviour incidents, staff survey</i>	<ul style="list-style-type: none"> • DSL team to continue to provide regular updates for all staff • Mini police project to be piloted and run in conjunction with Avon & Somerset police • Well-Being Champions for both pupils and staff to be consulted with after creation of a Well-Being Council • ONLINE-Safety group to be created and established to support online behaviours 	Sept 2019 On-going from Oct 2019	HH DSL team All staff
Projected cost of this Action Plan: £10000				

ACTION PLAN 3: Personal Development

Target	Impact	Strategies	Timescale	Resources
3.1 Ensure that all pupils have high aspirations of what they can achieve	All pupils able to access all aspects of school life. <i>Evidence: P&A trackers, pupil survey</i>	<ul style="list-style-type: none"> • Staff to regularly model and refer to aspirational hopes and dreams of pupils • Visitor opportunities accessed regularly such as Communities Week and Literacy author visit • Assemblies focused regularly on inspirational stories that relate to local issues as much as possible 	Sept 2019 Ongoing	SLG CL's All staff
3.2 Develop a Well-Being action group to involve pupils as Well-Being Champions	Pupils and staff feeling valued and safe in school environment <i>Evidence: Numbers of pupils using Well-being welcome, well-being group established, minutes of meetings, opportunities accessed through SHARE</i>	<ul style="list-style-type: none"> • RJC to drive the establishment of an Well-Being group to involve staff, pupils and governors • Group to provide support and guidance on engagement with pupils, staff and parents • RJC to engage with SHARE project for help and support • Review of the effectiveness of our Well-Being welcome for pupils 	Dec 2019 Ongoing	RJC AB MV and LSA team including ELSA's
3.3 Develop an Online-Safety group to better engage with pupil concerns and well-being	Pupils and parents feeling safer around online use <i>Evidence: Online safety group established, minutes of meetings held, number of online incidents reported</i>	<ul style="list-style-type: none"> • SM to drive the establishment of an online safety group to involve staff, pupils and governors • Online safety group to provide support and guidance on engagement with pupils and parents • SM to deliver another parent online safety session 	Dec 2019 Ongoing Apr 2020	SM JR HH
3.4 Develop our LEAP programme Leadership Enrichment Academia Programme	Increased understanding of opportunities amongst all staff and pupils <i>Evidence: Audit of current offer, LEAP board for pupils</i>	<ul style="list-style-type: none"> • KP to develop and promote opportunities on offer to all pupils • SLG to ensure that this fits into the school reward system for pupils • KP to evaluate the breadth of the offer and work with CL's and staff to ensure that there is balance to the programme 	Oct 2019 Ongoing	KP SM
3.5 Develop ICT infrastructure to ensure it is fit for future developments to aid personal development and learning for pupils	Ensure that the ICT infrastructure is fit for future learning and developments <i>Evidence: Development of ICT1&2, replace servers to become cloud based, consider laptops for teachers, tablet use for pupils</i>	<ul style="list-style-type: none"> • SM to work alongside RJC and PH to review current offer and future plans • Engage with and use expertise of Somerset ICT Services • Cloud based systems accessible for staff and pupils for remote working are safe 	Oct 2019 Ongoing	SM RJC PH
Projected cost of this Action Plan: £60000				

ACTION PLAN 4: Leadership & Management

Target	Impact	Strategies	Timescale	Resources
<p>4.1 Middle Leaders need to support teachers more closely to address attainment and progress of identified groups of pupils within their curriculum area</p>	<p>All lessons taught of high quality Pupils of all backgrounds making expected and accelerated progress across the curriculum</p> <p>Evidence: <i>Learning walks, work scrutiny, P&A tracker,</i></p>	<ul style="list-style-type: none"> • CL's and SLG to conduct joint learning walks to ensure consistent overview of practice within the school • Regular scrutinies of work to take place within Curriculum team meetings • Regular moderation of work within curriculum team meetings and across partner schools where possible 	Ongoing from Sept 2019	SM KP CL's
<p>4.2 Better identify areas of support, such as well-being weeks, to help staff manage workload better</p>	<p>Well-Being weeks calendared to support staff with workload at key times of the year</p> <p>Evidence: <i>longer periods between data drops, increased time allowed for data drops, Well-Being Champion appointed</i></p>	<ul style="list-style-type: none"> • SM to appoint a Well-Being Champion to communicate easier • SM to develop a Staffroom feedback box and weekly email to support staff with achievements and concerns 	Ongoing from Sept 2019	SLG
<p>4.3 Develop the use of our 3 Adult Mental Health First Aiders to support staff welfare</p>	<p>Increase in positive comments from staff regarding workload and support for them in their role</p> <p>Evidence: <i>Better support for staff with mental health</i></p>	<ul style="list-style-type: none"> • HH to consider with SM how best to utilise this support for staff • AB to organise Well-Being activities for staff to access within school 	Ongoing from Sept 2019	SM HH, AB, LMT RJC
<p>4.4 Further develop role of CLs in monitoring their curriculum area</p>	<p>Progress and learning visible in all lessons. Curriculum is appropriate for all pupils in all subjects with a consistent approach to teaching and learning across the school</p> <p>Evidence: <i>learning walks, scrutiny of work, pupil survey, appraisal meetings</i></p>	<ul style="list-style-type: none"> • SLG to develop learning walk practice alongside CL's • CL's to meet regularly with SEP to discuss their curriculum area • Develop system of peer support for CL's • Access to relevant training opportunities for all CL's where appropriate 	Ongoing from Sept 2019	SM KP CL's
<p>4.5 Deliver a CPD programme that addresses needs identified by SLG and staff.</p> <p>Specifically:</p> <ul style="list-style-type: none"> • <i>All staff are informed about the increasingly diverse and complex</i> 	<p>All CPD addresses targets from this SDP, Curriculum SEF's and appraisal meetings</p> <p>Evidence: <i>Staff survey, appraisal notes</i></p>	<ul style="list-style-type: none"> • SLG to identify training priorities for staff, with particular focus on increasingly diverse and complex pupil needs • SLG to support staff who are pursuing professional qualifications/training (not necessarily financial support). 	Sept 2019 Oct 2019	KP HH

<p><i>needs of some pupils through access to current research and training opportunities</i></p> <ul style="list-style-type: none"> • <i>Regular Safeguarding updates</i> • <i>Use of local Teaching School opportunities</i> 		<ul style="list-style-type: none"> • DSL and DDSL's to ensure all staff receive a termly Safeguarding update 	On-going from Oct 2019	
<p>4.6 Pursue Academy status and work with greater collaboration locally by joining the Wessex Learning Trust</p>	<p>Successful application to join the WLT Greater collaboration across the Cheddar Valley to ensure improved opportunities for all pupils</p> <p>Evidence: <i>successful application to RSC office</i></p>	<ul style="list-style-type: none"> • SM to work collaboratively with the Governing Body and Mendip Edge Federation to ensure due diligence on WLT • SM to work collaboratively with partner Headteachers across the WLT 	Ongoing from Sept 2019	SM Governors
<p>4.7 Review of staffing structure, roles, responsibilities etc</p>	<p>Appropriate staffing structure in place. Review of additional responsibilities for all staff, especially TLR holders and UPS teachers</p> <p>Evidence: <i>Report compiled and presented to the Governing Body</i></p>	<ul style="list-style-type: none"> • SM to review current staffing structure to ensure it fits with curriculum model and budgetary constraints 	Apr 2020	SM
<p>4.8 Set a balanced budget for 2020-21</p>	<p>Budget in place and agreed by Governing Body</p> <p>Evidence: <i>Budget approved and set</i></p>	<ul style="list-style-type: none"> • HT to work with Finance Officer and Finance Governing sub group to identify savings required to accommodate the most efficient budget possible. 	March 2020	SM PH
<p>Projected cost of this Action Plan: £20000</p>				