

UCPS School Development Plan Summary 2017-18

Our Vision:

To develop compassionate active citizens.

We aim our children to become articulate, autonomous, knowledgeable, collaborative, creative and interculturally minded.

Be KIND, AIM HIGHER and STRIVE TO ACHIEVE

Our Key Values:

- Empathy
- Respect
- Trust
- Courage
- Gratitude



THE UNIVERSITY OF CAMBRIDGE PRIMARY SCHOOL DEVELOPMENT PLAN 2017- December 2018

Effectiveness of Leadership and Management	Quality of Teaching and Learning	Personal Development, Behaviour and Welfare	Outcomes for pupils	Effectiveness of EYFS	The University Training School
<p>2017-18 Autumn/Spring Develop new Assistant Headteachers and all middle leader roles so they have impact on learning through a coaching culture; improve teaching, raise standards and provide challenge.</p> <p>Develop the induction, role and knowledge of Governors to enable them to fully contribute to school life, monitor progress and hold school leaders to account.</p> <p>Further develop the leadership of the curriculum (especially Science and RE, PE and P4C) so that it is rooted in research, school values and ethos and is challenging and engaging.</p> <p>Further develop the leadership of Assessment throughout the school so that judgments are strong, corroborated with external partners and teachers accurately use data to develop next steps.</p>	<p>2017-18 Autumn/Spring Ensure that 100% of teaching is good or better with a significant proportion outstanding over time. Provide CPD Coaching and Mentoring for teachers new to UCPS to ensure expectations remain high. Continue to develop Lesson Study Approach.</p> <p>Further develop strategies to embed outstanding teaching including use of Power of Reading, Reading for Pleasure, Maths Mastery, Habits of Mind, Playful Enquiry and Oracy and Dialogue strategies</p> <p>Highly effective Pupil Premium strategy in place to ensure expenditure of the grant impacts positively on attainment and progress of pupils and staff are deployed specifically to aid learning of vulnerable learners with targeted interventions that are sharply focused.</p> <p>Introduce Accelerated Reader Scheme, and 'Catch Up Literacy and Numeracy' as applicable.</p>	<p>2017-18 Autumn/Spring Develop and embed positive learning behaviours and develop understanding of key school values and the concept of Compassionate Active Citizens.</p> <p>Develop leadership of Mind, Body and Soul (P4C, PE and RE/PSHE) through the recruitment of a Mind, Body and Soul role. Support leadership through coaching.</p> <p>Ensure highly effective behaviour and safeguarding systems including excellent behaviour management, attendance and punctuality and an inclusive environment where pupils feel safe at school.</p> <p>Develop pupil leadership across the school so that pupil voice is a key feature of the school's work.</p>	<p>2017-18 Autumn/Spring Attainment shows that: 80+% of children in both EYFS. 25%+ exceed ELG in each area of learning. KS1 and KS2 achieve age related expectations. KS1, children exceeding ARE is 25% combined across Reading, Writing and Mathematics and above this in each individual area. KS2 children exceeding ARE is 20% combined across Reading, Writing and Mathematics.</p> <p>Progress shows that:</p> <ul style="list-style-type: none"> 100% Reception children make at least 4 steps progress from their starting points 95% Year 1, 2, 3 & 4 children make 4 steps progress within the year. <p>Interventions effectively target any children not making expected progress at any point in the year.</p> <p>Effective assessment for learning systems in place throughout the curriculum, with core subjects formally assessed at least half termly, termly pupil progress meetings and develop foundation subjects at least termly.</p>	<p>2017-18 Autumn/Spring Develop the new EYFS team through research informed CPD and coaching so that expectations are high and playful enquiry, oracy and dialogue and habits of mind are key features of the curriculum.</p> <p>Further promote reading and writing by offering opportunities across all areas of provision with positive impact on outcomes.</p> <p>Extend outdoor playful learning opportunities to ensure that the outdoor learning environment is able to be used effectively in all weathers.</p>	<p>2017-18 Autumn/Spring Engage with the PGCE course through leading on school based sessions</p> <p>Engage with undergraduate education degree course through research-project</p> <p>Engage with small scale PhD research (e.g. related to the use of the space)</p> <p>Collaborate with the University and Faculty of Education in research bids.</p> <p>Apply to become a Chartered College of Teaching Hub.</p> <p>Continue to develop hosting and leading of courses related to Reading, P4C and Maths.</p>

<p><u>2017-18 Summer</u> Recruit an additional Assistant Headteacher for Inclusion for September 2018</p> <p>Nurture high quality leadership through coaching.</p> <p>Develop 'Leaders of Learning' who support other schools and further develop partnerships working across the Faculty of Education partnership schools.</p>	<p><u>2017-18 Summer</u> Monitor Teaching and Learning and ensure CPD links directly to need or school initiatives, resulting in majority of teaching outstanding over time.</p> <p>Further develop strategies to embed outstanding learning, particularly focusing on developing further home/school links and community business partnership links to facilitate different opportunities.</p> <p>Review Teaching and Learning Policies, including Marking and Feedback, Assessment and procedures for planning. Publish the reviewed documents as part of induction for all staff joining in September 2018.</p>	<p><u>2017-18 Summer</u> As the school grows ensure systems support high standards of behaviour and robust safeguarding procedures. Further develop enrichment provision through engagement in specialist external agency support.</p> <p>Further develop values-based curriculum.</p> <p>Develop pupil voice with KS2 children writing their weekly blog detailing their learning and showcasing our school and the next steps in our development.</p>	<p><u>2017-18 Summer</u> Attainment is above National Average across all measures (tracking 10%-15% above NA in all measures).</p> <p>Expected or Exceeding progress is made by the vast majority of children from their starting points.</p> <p>Displays, prompts and classroom materials are purposeful, interactive and informative and evidence shows they are highly effective in moving learning forward. Triangulation of evidence indicates high quality learning and teaching.</p>	<p><u>2017-18 Summer</u> Provide a high quality, stimulating learning environment with high quality teaching and learning resulting in significantly higher than national attainment and progress.</p> <p>Extend outdoor learning by developing a 'Forest School' Area. Use focused activities to further develop investigative learning and celebrate our natural world and creativities.</p> <p>Ensure assessments of Playful Enquiry, Oracy and Dialogue and Habits of Mind indicate that the vast majority of children have developed these attributes from their individual starting points. Progress is evident in triangulated data (pupil voice, observations, assessments, floor books, parent voice)</p>	<p><u>2017-18 Summer</u> Strategically plan to develop a Primary Education research centre (long term goal)</p>
<p><u>2018 -19 Autumn</u> Ensure succession planning is growing high quality leaders at all levels.</p> <p>Develop governance and succession planning.</p> <p>Write 3 Year action plan for January 2019-2022</p>	<p><u>2018 -19 Autumn</u> Monitor Teaching and Learning and ensure all staff are effective in moving learning forward, with a particular focus on developing further the impact of teaching assistants and learning mentors and develop leadership skills within this group.</p>	<p><u>2018 -19 Autumn</u> With continued school growth, ensure systems support high standards of behaviour and robust safeguarding procedures. Continue to develop enrichment provision to offer additional opportunities which extend to the local community and establish links with the University.</p>	<p><u>2018 -19 Autumn</u> Attainment is significantly above National Average across all measures.</p> <p>Expected or Exceeding progress is made by the vast majority of children from their starting points.</p> <p>Peer to peer support is evident through all teaching and learning with children using carefully planned</p>	<p><u>2018 -19 Autumn</u> Provide a high quality, stimulating learning environment with high quality teaching and learning resulting in significantly higher than national attainment and progress and share key elements of good practice with other schools.</p> <p>Extend 'Forest School' Area</p>	<p><u>2018 -19 Autumn</u> Become a Teaching School (to create the distinctiveness of a University Training School).</p> <p>Engage in research projects (possibilities include Earth project (3 Year research into STEAM education)</p>

	Highly effective Pupil Premium strategy in place with all Pupil Premium children achieving well. Clear identification of children who need further challenge; interventions in place to provide greater scope		classroom prompts, displays and resources to help one another learn at a more accelerated pace.	Develop links with Nurseries and in particular offer Parent/ Child Pre School Sessions for 3 year olds to enable them to use our learning environment and begin to understand expectations of school life with a particular focus on developing speech and language skills at an early age. Strategically plan to set up Nursery for September 2019	
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