



Forsbrook CE Primary School

School Development Plan



School Development Plan 2017-2021

- **OBJECTIVE 1: Computing - To deliver an effective computing curriculum that prepares children for our ever-developing technological world**

Priorities: a) To upskill staff knowledge in curriculum objectives.

b) To develop the teaching of computing across the school.

c) To invest in resources in order to provide opportunities for innovation in a fast paced society.

- **OBJECTIVE 2: English – To raise attainment across the school in English**

Priorities: a) To improve standards in writing so that a greater number of children achieve the expected standard and greater depth across the school (At least 6% increase per year) by:

- increasing the profile of reading and writing through whole-school reward systems
- increasing accountability for the teaching of spelling, grammar and punctuation
- developing marking and feedback to further enhance and uplift writing
- developing staff knowledge and understanding of the writing process

OBJECTIVE 3: Maths - To raise attainment in Maths through further developing a Maths Mastery Curriculum.

Priorities: a) To improve standards in maths so that a greater number of children achieve the expected standard and greater depth across the school (At least 6% increase per year) by:

- developing understanding of maths concepts through whole school use of manipulatives and mathematical equipment

- improving children's fluency skills (
 - upskilling staff in the pedagogy behind a 'mastery' curriculum (To further develop a Mastery curriculum, focusing on depth of understanding through developing both procedural and conceptual understanding)
- **OBJECTIVE 4: Assessment – To develop and embed an assessment and tracking system to track pupil progress for 0-5 year olds.**
 - **OBJECTIVE 5: To implement and develop a STEM curriculum which provides a multi-disciplinary, applied approach to science, technology and maths**
 - **OBJECTIVE 6: To further develop the Christian distinctiveness of the school including governance, monitoring and evaluation, collective worship and a deeper understanding of other world faiths**
 - **OBJECTIVE 7: P.E – Continue to provide a broad variety of opportunities in P.E and school sport to ensure that the focus on physical well-being remains a high priority**
 - **OBJECTIVE 8: Arts Award – To develop and embed 'Arts Award' as an enrichment opportunity for our children and the local community**
 - **OBJECTIVE 9: Health & Safety – Please see actions from June 2018 H&S audit**
 - **OBJECTIVE 10: Governors strategic Action Plan**

Forsbrook Primary School Computing Development Plan – 2017 – 2021

OBJECTIVE 1: To raise standards in the computing curriculum by creating a clear vision and supporting changes towards this vision

Priorities:	Actions:	By Whom:	By When:	Success Criteria:	Cost:	Notes:
To upskill staff knowledge in how to meet the curriculum objectives.	Deliver training on using staff emails, a shared school calendar and a shared Computing calendar.	RC. All staff.	February 2017	Staff will use their school emails instead of personal and use the shared calendars.	X1 staff meeting (linked with airserver training)	
	Deliver training on Airserver.	RC. All staff.	February 2017	Staff will have a way to share the iPad screen fluently.	X1 staff meeting (incorporated into shared calendar training)	
	Provide drop-in computing skills sessions, open to all staff.	RC	From April 2017	Staff will have a set available time to enquire about any computing queries.	None.	Set time is Thursday @ 12:15- 12:45. Ensure staff are notified via w/b in staff room.
	Create a social media policy and 'facebook use' policy.	RC.	September 2017	Staff will understand the parameters of safe social media use and have clear guidelines when using the schools social media page.	None	Ensure all staff are aware and have read the social media use and facebook use policies when passed by headteachers and governors.

Audit staff knowledge in three areas of computing: Information technology, digital literacy and computer science.	RC to deliver the audit. All staff.	October 2017	RC will have a clearer understanding of where all staff are in their knowledge of the computing curriculum.	None	This audit will further inform the training needed for staff to be able to integrate computing into their planning.
Provide support in staff meeting time to upskill staff in the area within which there is knowledge deficit according to the results from the knowledge audit.	RC. All staff.	October 2017 onwards.	Staff will integrate the use of technology in their lessons from the planning stages in order for computing to exist as an essential requirement.	Staff meeting time (amount tbc according to training needed in resource chosen)	Training will provide staff with resources and ideas in order for them to fully deliver the computing curriculum.
To link the teaching of computing and technology through the use of programmable robotics	Year 5/6 + computing coordinator	Sept 2018-2019	Year 5 and 6 will have the resources and expertise to deliver high quality learning experiences linking technology and computing.	£3000 Grant awarded by the Royal Society to buy equipment and to enable the school to work with Staffordshire University (no cost to school)	The school has recently been awarded a grant to work in partnership with Dr Alison Griffiths from Staffordshire University on an exciting project called "Next Stop Mars". Pupils in year 5/6 will have the opportunity to learn how to programme BBC Micro:bits and Lego robots to carry out investigations. Through this project, pupils will

						be fulfilling the NC requirements, staff will be upskilled and we hope to disseminate what we have learnt so that other local schools can benefit from our good practice.
To develop the teaching of computing across the school.	Re-write the current scheme of work it ensure it encompasses the resources we have currently	RC	July 2017	The SOW will encompass the vision of the school and the current resources we have in place to ensure the most is being gained from the resources we have.	None	The scheme of work will be ready for delivery by September 2017.
	Introduce the computing curriculum scheme of work for each year group	RC to deliver the scheme of work to staff.	October 2017	All staff with have a clearer understanding of the objectives for their year group.	None.	The current scheme of work will tie in with the resources we currently have in place.
	Staff training on the areas of the computing curriculum through using new Scheme of Work	RC. Teaching staff.	October 2017	Introduce staff to 1/3 areas of the computing curriculum- (4 including esaftey) elements of the computing curriculum. Staff understand how to access, implement and use the SOW.	X1 staff meeting	Staff training on each of the elements in turn to ensure all areas of the computing curriculum are fully understood and therefore taught.

	Monitor the impact that training and the new SOW is having on the teaching of Computing.	RC	Across academic year 2018/19.	Areas for improvement will be identified through scrutiny of computing teaching.		In finding the areas of strength and areas for improvement, the curriculum can be strengthened in order to progress.
	Introduce the means to assess the depth of understanding of the SOW.	RC	Academic year 2018/2019	Teaching staff will be able to identify emerging, expected, exceeding ability of children.		Trial in progress in Year 2 – assess and evaluate impact at end of academic year
	Monitor the use of assessment to identify emerging, expected, exceeding	RC	2019/2020	Teaching staff will be confident in identifying em, exp, exc by using assessment in place		
Resources. To invest in resources in order to provide	Visioning meeting with staff to gauge thoughts on the Computing vision moving forward.	RC. All staff to partake, giving ideas.	April 2017	Staff will have input in the computing vision and feel invested.	X1 staff meeting.	RC will gain a clearer understanding of the vision of the whole school, staff will have input on the computing vision. the
	Contact Ian Carnwell to arrange a 'technical' meeting to discuss the options and costs of	RC, NL.	April 2017 (See Computing budget plan below for	RC, NL will discuss wishes for resources, IC will	1 x afternoon meeting	From this meeting RC, NL can formulate an accessible plan regarding resources to

opportunities for innovation in a fast paced society.	moving the school forward with resources.		outcome – Appendix 1)	produce costing of a variety of scenarios.		further the teaching of computing.
	Contact Entrust (Ian Carnwell) and Manor (Paul) to arranging costs of 16 iPads, syncing unit and cases	RC.	June 2017	RC will take costing to SLT to inform their decision regarding purchases.	1 x afternoon meeting	From this meeting, the purchase of new iPads can be made.
	Purchasing new equipment	SLT.	TBC	Resources will be purchased which will support and enhance the teaching of computing throughout the school.	TBC	

Forsbrook Primary School English Development Plan – 2017 – 2021



OBJECTIVE 2: To improve standards in writing so that a greater number of children achieve the expected standard and greater depth across the school (At least 6% increase per year)

Priority:	Action:	By whom:	By when:	Success criteria:	Cost:	Notes:
1) To monitor English across the school as a basis for planning development and	To monitor, moderate and hold professional conversations around the teaching of English to determine a plan of development	KC	Summer Term 2018	KC will determine an action plan of developments for Sept 2018	None	

training opportunities.	opportunities moving forward 2018 onwards.					
2) 2a - Improve standards in writing by developing staff in writing process (including editing and re drafting).	<p>To develop the teaching of writing process and embed practice throughout the school.</p> <p>To train staff on writing process.</p> <p>To train staff on editing and improving children's writing.</p>	<p>KC</p> <p>All staff</p>	Summer 2019	<p>Staff will: Understand the process of teaching writing including drafting, editing, improving and proof reading.</p> <p>Receive training on the teaching of writing and the editing process.</p> <p>Plan units of writing based around 4 key phases.</p> <p>Understand and know how to use 4 main styles of teaching writing and use during lessons.</p> <p>Children will: Understand the process of becoming a writer.</p> <p>They will have an understanding how to edit and improve their work through editing stations and reflecting on marking / feedback.</p> <p>They will know how to choose and use grammatical terms appropriate to the genre and use their grammar 'tool kit' to enhance and uplift writing.</p>	<p>Training sessions provided by KC No cost</p> <p>Development training provided by Roz Ferrera at course costs.</p>	

				A greater percentage of children will achieve the expected standard in writing. (At least a 6% increase per year)		
2b - To improve standards in Grammar.	<p>To train staff on aspects of Grammar and how important it is to teach early on in each academic year.</p> <p>To revise and renew the Grammar progression document to highlight and address any changes to terminology and age group expectations.</p> <p>To introduce grammar testing each term to address gaps.</p>	KC / NL	Autumn Term 2018-19	<p>Staff will be equipped with the grammar expectations for their year group and receive training on the teaching of Grammar early in each academic year.</p> <p>Children will demonstrate a range of grammatical features in their writing and be have the opportunity to develop and embed these through different genres.</p>	<p>None</p> <p>Staff training</p> <p>SLT time to review Spag document</p> <p>KC</p>	
3) Further ways of celebrating and encouraging Reading and Writing through the school.	To introduce the writer of the week award	KC	Autumn 2018	<p>Children will be introduced to new weekly awards in Reading and Writing.</p> <p>Reading: To encourage children to read</p> <p>New reading log books are to be created which will include a reading pathway where children reach certain milestones. These milestones will be rewarded at 3 intervals. Children will be encouraged to read at least 4 times a week at home.</p>	Cost of trophy £90	To be introduced to staff and children during first week back in September.

				Writing: To encourage best effort in writing Children can be nominated for writer of the week award. One person will be awarded writing trophy at the celebration assembly and will be celebrated on the website. All nominees will have their work displayed in a folder in the main entrance.		
4) To consider how marking developments and pupil / teacher assessment can enhance and uplift writing.	Plan literacy training on marking developments. Review and re write the marking and presentation policy to include developments. To introduce highlighting when marking as policy. To provide ways in which staff can differentiate success criteria, including strategies for self - assessment.	KC	Autumn Term 2018 / 19	Children and staff will understand how to assess against differentiated success criteria. They will use first draft writes and suggested strategies to up-level writing. Teachers will use developmental marking through highlighted marking and feedback. They will understand how to address gaps against success criteria and use the editing process to show visible progress from first draft. Teachers will mark first drafts using pink and green highlighters. Pink for 'think' and Green for 'seen'.	No cost KC staff training	
5) Further develop teaching of spelling and embed policies on	To embed and refresh policies on spelling and any proposed developments.	KC SLT KS1 staff	Autumn Term 2018 / 19	Children will have 5 sessions to practice spelling rule each week through explicit teaching and opportunities to practice.	None	Children to receive first spelling document in welcome pack at the start of the year.

spelling and grammar.	<p>To introduce half termly spelling sheets to take home covering key rules, examples of words and common exception words for each week.</p> <p>To move to whole class teaching of Phonics keeping children in line with age group expectations.</p>			<p>They will receive a half termly overview of spelling rules to be covered and a selection of words from the common exception words for each year group.</p> <p>Children will show that, through teaching and practice, that they are able to improve spelling scores and apply correct spelling patterns through writing.</p> <p>Children in KS1 will demonstrate a greater understanding in phonics being taught in age appropriate groups.</p> <p>Expectation in terms of progress data Y1 85% of class to know 90-100 of 100 HFW Y2 85% of class to know 80-100 of 200 HFW KS2 Aiming for 85% of children achieving: Years 3 and 5 = 50 words Years 4 and 6 = 90 – 100 words</p>		<p>The testing of spellings will be completed at the end of each half term and consist of all 20 common exceptions words and a selection of 10 words from the weekly rules.</p>
6) Plan interventions for children needing further teaching based on teacher assessment.	<p>Flexible interventions are used to address individual misconceptions and gaps in knowledge. Pre teaching to be implemented if needed.</p>	All staff	<p>Ongoing</p> <p>Daily opportunities for 'fix it' and 'catch up' interventions</p>	<p>Intervention plans show children who have been targeted for support.</p> <p>Work shows improvements based on intervention and visible progress is evident in books.</p> <p>Pupils can discuss their work with increasing confidence.</p>	None	

				Any pre teach sessions have impact on subsequent work.		
7) To improve standards of Handwriting in the school.	<p>To review the teaching of Handwriting in school.</p> <p>To introduce explicit teaching of handwriting through a 20-minute lesson each week.</p> <p>Children will be introduced to pens for handwriting lessons from Year 4 upwards.</p>	KC	September 2018	<p>Staff will model expected standards in handwriting at all times</p> <p>Children will also demonstrate improved standards of cursive, joined handwriting through their work.</p> <p>The number of pen licences awarded in school will increase.</p>		
8) Planning for Literacy to include rich, engaging texts.	Staff to be give meeting time to plan topic for academic year and will be encouraged to use exciting books to hook the children at the start of each topic.	<p>KC</p> <p>Staff training</p> <p>All staff</p>	<p>Summer Term 2018</p> <p>Preparation for Autumn Term 2018</p>	<p>Children will be engaged in their lessons through stimulating texts that hook them in.</p> <p>Children will have access to the se rich texts through guided reading.</p>	<p>New texts for children in each year group</p> <p>£500</p>	Books to be requested through KM and paid for on purchase card.
9) Provide training on talk for writing.	Training on the talk for writing process to improve standards of writing across KS1 / LKS2.	<p>KC</p> <p>All Staff</p>	Summer Term 2019	<p>Children will understand how talk for writing can help them improve their written work.</p> <p>There will be evidence of talk for writing strategies in children's books and how talk has improved the written standard.</p>	<p>None</p> <p>KC training</p>	
10) Develop moderation of writing.	Staff will meet to moderate writing.	KC	Ongoing	SLT will see impact of training developments and improved standards throughout school.	None	

	<p>SLT and Lit lead will moderate standards of writing and implementation of training developments.</p> <p>Children writing at greater depth are identified and given additional opportunities.</p>	<p>Phase leaders</p> <p>SLT</p>		<p>Uplift in data for writing at the end of the academic year.</p>		
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11) Improve the teaching of reading	<p>To review and revise the approach to guided reading.</p> <p>Share best practice through staff meetings</p> <p>Undertake learning walks to gather evidence of good practice and impact on pupil achievement.</p> <p>Reading to be a focus for PM observations (planning; effective strategies to maximise pupils' skills; outcomes to show progress)</p>	<p>KC</p>	<p>Autumn Term 2019</p>	<p>Overall achievement in reading is improved</p> <p>Progress data shows improving trend of attainment and progress across the school and all groups of pupils.</p> <p>The gap is narrowed between Pupil Premium pupils and non-Pupil Premium.</p> <p>Teachers' assessment of reading is accurate and consistent across all year groups.</p> <p>Pupils are aware of next step learning targets in reading and what they need to do to achieve them, resulting in good or better rates of progress.</p> <p>Plans provide rich opportunities for reading and allow pupils to maximise their strengths. Opportunities are in place for children to apply inference and deduction skills in a number of contexts, and to write for a variety of purposes and apply their SPaG skills.</p>	<p>Staff training</p>	
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Forsbrook Primary School Maths Development Plan – 2017 – 2021

OBJECTIVE 3: To raise standards in Maths through further developing a Maths Mastery Curriculum.

Priority:	Actions:	By whom:	By when:	Success Criteria:	Cost:	Notes:
To develop the understanding of maths through whole school use of manipulatives and mathematical equipment to support teaching and learning in areas such as geometry.	Audit resources accessible in school	NL	Jan 2017	<p>All staff members, including SLT, will be aware of what resources are available for maths.</p> <p>NL will know what resources are not available and establish what models and images will need to be ordered.</p>	No cost	During resources audit liaise with staff to find out what resources are stored in individual classrooms, as well as maths cupboard.
	Order new resources	NL	<p>May 2017</p> <p>Resources ordered but this will be</p>	There will be a range of new, up-to-date resources readily available for teachers to use to	<p>Find cost of resources:</p> <p>Up to £700</p>	Complete costing to be clarified, once audit is complete.

			audited again April 2018	deliver a range of concepts.		
	Shared planning sessions to share ideas for use and progression of models and images	NL with teaching staff	Ongoing throughout Summer term 2017/Autumn term 2018	Through shared planning, teachers develop a better understanding of the progression of concepts – moving from iconic – pictorial – symbolic.	No cost	Planning sessions will be scheduled on a need basis.
	Staff training on using manipulatives and models to develop conceptual understanding	NL/ All staff (teaching and support)	November 2018	Staff will become familiar with a range of new models and images, which can be used with whole class, groups or individuals.	Staff meeting.	
	Monitor planning to ensure that new concepts are being delivered using appropriate models and images.	NL	January 2019	Planning will reflect appropriate use of models and images.	No cost	Ensure monitoring is followed up by whole school feedback to staff. Where next? Any

				Tracking across year groups will show progression across the school.		further training needed?
	NL to attend termly updates read newsletters, use NCETM and attend the Maths Hub conference to stay informed about new initiatives.	NL	2017-18 2018-19 2019-2020 Three updates yearly.	NL to keep up to date with current pedagogy and any new resources that may be useful in further raising standards.	Cover costs Costs for any new resources: Up to £500	Exact costing cannot be decided at this point.
	On-going monitoring (Books scans/ learning walks/pupils discussions)	NL	September 2018 – July 2020	Monitoring will ensure that models and images are becoming part of daily practice and are being utilized appropriately, resulting in impact upon understanding.	Cover costs	

	Measure impact on standards by analysing trends on ASP and schools own tracking data.	NL/KM	October 2018/October 2019/October 2020	Data will show impact upon standards, and also show impact upon groups of children. From this analysis, next steps will be able to be planned for.		
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Priority:	Actions:	By whom:	By when:	Success Criteria:	Cost:	Notes:
To improve rapid recall of number facts and fluency skills in calculation	Staff meeting – effective teaching and learning of times table facts including mastery approaches	NL	January 2017	Staff will use a range of teaching strategies, models and images and 'mastery' opportunities to teach times tables.	No cost	
	Purchase Times Table Rockstar	NL	January 2017	Children's knowledge of times tables will improve Staff will monitor progress and	£50	

	Deliver staff training session on using this resource			attainment of children's times table knowledge.		
	Launch Times Table Rockstars to children and create a progress display board in the hall to keep the profile high.	NL and teaching staff.	January 2018	Staff will be appropriately supported in the delivery of calculation through use of policies and ongoing support from KM.	No cost	
	Monitor the teaching of multiplication tables across the school through books, planning and lesson observations. Track progress of children not on track and ensure that suitable interventions are in place.	NL and teaching staff	Ongoing 2018/19	Times Table Rockstars provides a breakdown of pupil achievement in each area allowing staff to track and monitor progress. Intervention timetables will show how children	No cost	Ensure that monitoring for different priorities is staggered.

Priority:	Actions:	By whom:	By when:	Success Criteria:	Cost:	Notes:
To further develop a Mastery curriculum, focusing on depth of understanding through developing both procedural and conceptual understanding	NL to be trained as a maths mastery specialist teacher through the NCETM programme	NL	July 2019	The school will be actively engaged with the local maths hub.	The cost of training is fully funded by the NCETM	
	Ongoing training for staff on teaching for mastery	NL	July 2019	Teachers will be using mastery approaches in their planning and teaching.	Release time for staff.	Whole school training will be finalised once NL has attended NCETM residential. Staff meetings have been planned in to disseminate learning from the residential training and plan next steps accordingly.
	To update maths policy			New policy in place reflecting current practice	Cover costs/ Leadership time	

	Monitor books and planning –are teachers planning units in blocks long enough to give pupils time to master key concepts? Are a range of activities planned to provide varied fluency practice as well as problem solving and reasoning tasks.		Summer Term	NL will gauge which members of staff are utilizing opportunities for planning for mastery	No cost	
	Shared planning with individuals to provide support.	NL/Individual staff	On going Autumn term 2018 PLANNING TO CONTINUE THROUGH AUT TERM – focus on mastery	Staff will be supported through the planning process. NL to model how to use ideas and objectives to plan for progressions of lessons, which draw on a range of skills.	No cost	

	Ongoing monitoring to measure the implementation of planning for mastery book scans, learning walks etc.	NL	September 2018 – April 2020	Through monitoring, strengths and weaknesses will be highlighted. NL will provide support where necessary.	No cost	
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Forsbrook Primary School Assessment Development Plan – 2017 – 2021



OBJECTIVE 4: To develop and embed an assessment and tracking system to track pupil progress for 0-5 year olds

Priority:	Action:	By whom:	By when:	Success criteria:	Cost:	Notes:
To implement a new system of assessment in line with development matters	Audit current assessment system with particular focus on transition from Pre-school to Reception and Early Years to Year 1	SLT	Sept 16	SLT have a clear understanding of strengths and developments needed to improve current assessment system based on monitoring and evaluation	No cost	

and Early Learning goals.	Ongoing meetings to develop criteria for each development band (prime areas only)	SLT	Autumn/ Spring 16/17	<p>Each development band has a set criteria for the prime areas</p> <p>The criteria is pitched in line with development matters and Early learning goals but is specific to the needs of our children</p>	No cost	
	Create format for recording progress of individual children against criteria	SLT	Spring 2017	<p>Tracking system is in-line with whole-school format</p> <p>Tracking system assesses children's progress towards a development band at the end of each learning phase (e.g. as they move from room to room)</p> <p>Tracking system allows staff to visually see gaps in learning</p> <p>Tracking system allows staff to visually see when children are exceeding expectation</p>	No cost	

	Trial tracker in Nursery for one term	UH + Nursery Team	Summer 2017	<p>UH will evaluate impact of the tracking system and will feed back to SLT</p> <p>SLT will understand how to develop tracker for other areas</p>	No cost	
	Develop tracker for remaining areas (specific)	SLT	Autumn 2017	<p>Each development band has a set criteria for the specific areas</p> <p>The criteria is pitched in line with development matters and Early learning goals but is specific to the needs of our children</p>	No cost	
	Implement tracker for all seven areas throughout Early Years	JH/UH/CA + Nursery Team	Academic Yr 2017/18	<p>Tracking system is used as an end of year assessment tool to aid transition to next learning phase</p> <p>Throughout the year, staff become more familiar with end of learning phase expectations and ensure opportunities are planned to allow children to demonstrate progress</p> <p>Staff use evidence gained throughout the year to make judgements on individuals</p>	No cost	

	SLT to carry out pupil progress/moderation of judgements	SLT/ CA + Nursery Staff	July 2018	Staff use evidence gathered over the year to back up their judgements about individuals All judgements are moderated by SLT and there is a correlation between tracking and additional evidence	No cost	
	Transition meetings	Nursery + Reception Staff	July 2018	Staff pass relevant assessment information to next room leader and all staff are confident with starting points Staff are aware of any issues regarding learning delay		
	Evaluation of tracking system	SLT	July 2018	SLT evaluate impact of the tracking system based on monitoring and understand what developments are needed for improvement	No cost	
	Development and implementation of new tracking system	SLT	Autumn 2018	All Nursery and Reception staff are confident in using the new, improved tracking system Staff use the tracking system confidently to ensure children make progress towards the relevant development stage		

	Continuous monitoring and evaluation	SLT	Summer 2018 – Autumn 2020	SLT monitor and evaluate effectiveness of system and impact upon progress and transition SLT make amendments in-line with monitoring outcomes		
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Forsbrook Primary School STEM Development Plan – 2017 – 2020



OBJECTIVE 5: To implement and develop a STEM curriculum which provides a multi-disciplinary, applied approach to science, technology and maths

Priority:	Actions:	By whom:	By when:	Success Criteria:	Cost:	Notes:
<ul style="list-style-type: none"> To increase the appreciation of the importance of STEM skills 	Develop links with the Staffordshire STEM hub in order to keep up to date with opportunities available.	NL/PM	Jan 2018	School keep up to date with STEM developments.	No cost	
<ul style="list-style-type: none"> Increase the awareness of the importance and relevance of science to society 	Apply for Royal Society Grant in partnership with Staffordshire University	NL	March 2018	School will be successful in gaining funding from Royal Society	Time for application process	
<ul style="list-style-type: none"> Increase children's knowledge of career opportunities 	Work with Staffordshire University to deliver "Next Stop Mars" project.	NL with teaching staff	Sept 2018/2019	Through shared planning, teachers develop a better understanding of the	No cost to school due to £3000 grant	.

available to those who study STEM subjects.				progression of concepts – moving from iconic – pictorial – symbolic.		
	Audit impact of project and present at Staffordshire University's Big Bang Festival	NL/ selection of year 6 children	May 2019	School will share project with other schools and be ready to reflect on next steps.	Staff meeting.	
	Take part in Green Goblin car competition	PM/ NL/ supporting parent	June 2019	A selection of children will have improved the skills, knowledge and understanding through taking part in the Green Goblin Car project.	No cost	

Forsbrook Primary School R.E Development Plan – 2017 – 2021



OBJECTIVE 6: To further develop the Christian distinctiveness of the school including governance, monitoring and evaluation, collective worship and a deeper understanding of other world faiths

Focus	Actions	Impact/outcomes/success criteria	Who	Time scale
School development based upon the SIAMS Inspection				

<p>Focus for development 1: Revisit documentation on the vision, based on Christian values is effectively promoted through the dedication and committed leadership of the Headteacher.</p>	<p><u>Distinctive Christian Character</u></p> <ul style="list-style-type: none"> Revisit the Mission Statement and School Values The Worship Committee to further enhance the Christian distinctiveness of the school through the promotion of core Christian values 	<p>The school values are being rewritten. The school to have a clear vision, a core set of values and a strong ethos that underpins all that we do as a school and that are communicated clearly to all stakeholders.</p> <p>Love, Joy, Hope and Peace are key elements are Christianity, these are to be promoted by the Worship Committee to whole school, setting the expectation to how we should live.</p>	Leadership	Autumn 2018
	<p><u>Collective Worship</u></p> <ul style="list-style-type: none"> Develop the school prayer spaces and a prayer garden 	<p>Each Classroom to develop a refectio area for prayer that is personal to them and is actively used.</p> <p>The worship committee will lead designing a space for prayer outside based upon the Values we hold at Forsbrook.</p>	RE LEAD JH Worship committee	Spring/Summer 2018
	<ul style="list-style-type: none"> Pupils to have a more active role in Collective Worship 	<p>Prayer and the lighting of the candles to be led by children. Bible readings to be read by the children. This will give children ownership of worship.</p>	Teachers RE LEAD JH Volunteer Worship committee	2018/2019 prayer garden Prayer areas classroom Autumn 2018
	<p><u>Religious Education</u></p> <ul style="list-style-type: none"> Curriculum – to ensure that the new units of work are 		ALL Monitored by RE LEAD JH	2018/19
			RE Lead JH Teachers	Monitored Spring 2018

	<p>embedded through the spiral curriculum, Understanding Christianity</p> <p><u>Leadership and Management</u></p> <ul style="list-style-type: none"> • Induction of the new Deputy Head teacher • Re-envisioning of the leadership team as a key part of monitoring the consistently outstanding church school 	<p>The new curriculum offers a spiral curriculum which will embed Christianity and other world faiths.</p> <p>Understand the Christian vision and values, promoting these and support the monitoring process.</p>	Leadership	2018/19
<p>Focus for development 2: Foster more partnerships and strategies to allow pupils to encounter different faith traditions to deepen their understanding of cultural diversity.</p>	<p>Collective Worship was led by St. Marks Shelton to make the children aware of the refugee crisis that is happening locally.</p> <p>Incorporate learning about world faiths as part of the creative curriculum and linked to the Arts Mark application. Other world faiths have been explored including:</p> <p>Hinduism where the children have been actively involved and explored key celebrations within this religion, including Holi and Diwali.</p>	<p>Children are made aware of the cultural diversity that is local to them and how these people are in need. The aim would be to carry out some kind of charity to support these local refugees.</p> <p>It enhances the children's depth of knowledge about their community and the world in which they live. This allows the children to develop, from a very early age, their confidence and self-identity.</p>	<p>RE LEAD JH</p> <p>RE Lead through crafted RE curriculum</p>	<p>Monitor Spring 2018</p> <p>2018</p>

	<p>Through the creative curriculum children are given the opportunity to learn about Judaism, for example, in the World War 2 topic.</p> <p>Upper key stage 2 extends the religious knowledge through the exploration of the Five Pillars of Islam and the Six Pillars of Faith.</p> <p>The children learn about Chinese New Year and their experiences are enhanced through the input from parents.</p> <p>The world faiths that are taught within the school relate closely to the children and the local community.</p>	<p>The creative curriculum allows the children to make vital links in their learning experiences to deepen their holistic understanding.</p> <p>Learning about world faiths prepares the children for their future.</p> <p>Having partnership with parents enriches home school links. Parents, therefore feel valued involved and appreciated which maintains positive relationships between parents and the school.</p>		
<p>Focus for development 3: Through the development of the Worship Committee, engage pupils with the incumbent and Children's Youth Leader to refine the process of planning, monitoring and evaluating worship.</p>	<p>The worship committee is now under way and is made up of 8 Key Stage 2 children. These children are involved in planning the Collective Worship through termly meetings that lead on from the evaluation of the previous theme.</p> <p>The Youth Leader engages her Ignite club in Collective Worship as they have lead the worship which is based upon their research into Christianity.</p>	<p>The process of the children leading the evaluation which then feeds into the planning of the next theme has given the children a 'voice' and a sense of ownership in Collective Worship.</p> <p>Youth Worker is involved in planning an aspect of the Collective Worship along with Ignite members and some members of the Worship Committee.</p>	<p>RE Lead JH</p> <p>Youth Lead CT</p> <p>Worship Committee</p>	ON-GOING

Maintenance				
To attend the Understanding Christianity training and cascade this to staff - achieved	<ul style="list-style-type: none"> Support for diocesan advisor Attend relevant training Learning walk to look at teaching of RE 	Pupils will gain a greater in depth knowledge of the Christian faith Curriculum will be taught in a spiral way – not tokenistic	Diocese	2017/18
Implement the Understanding Christianity curriculum map approach to give pupils a deeper understanding - achieved	<ul style="list-style-type: none"> Whole school staff meeting 	RE co-ordinator has a clear understanding of the role and responsibility, and is able to support school in the teaching of R.E. and eventually provide professional development to staff.	Advisor R.E. co	2017/18
To allocate a foundation governor for RE and for Collective Worship - achieved	<ul style="list-style-type: none"> Meeting with the 3 foundation governors to discuss responsibilities Allocate each with an area Devise an effective monitoring and evaluating guidance 	Effective monitoring and evaluation of; RE Margret Christian distinctiveness IC Collective Worship JR Leadership and management ALL		Summer 2017
To implement a monitoring and evaluation system for governance	<ul style="list-style-type: none"> Devise guidance 	As above	RE Lead JH	Autumn 2018 – achieved, there need to be underway Spring 2018
To ensure that there is consistency of teaching and learning experiences across the school	<ul style="list-style-type: none"> Look at work in books To hold pupil conferences Provide a written report for governors on the outcomes To use the information to input action plan for 15/16 	<ul style="list-style-type: none"> R.E co has understanding of standards of work across the school and pupil's attitudes to R.E. Governors understand strengths and areas for development in the subject 	Advisor and RE.co and FG	2018/19

To develop assessment in RE	<ul style="list-style-type: none"> To work with Advisor of assess standards in RE 	<ul style="list-style-type: none"> Staff and Governors know standards of attainment in RE 	Advisor RE co FG	2018/19
To review RE policy	<ul style="list-style-type: none"> Review Policy with staff and Foundation Governors Make appropriate changes To ratify policy 	<ul style="list-style-type: none"> School has an effective policy in RE which ensures consistent teaching and learning and is implemented by all staff 	Advisor RE co FG	September 2018
To resource appropriately	<ul style="list-style-type: none"> Audit resources in school as outcome of policy review Explore additional resources for school Explore further use of local church as a resource 	<ul style="list-style-type: none"> Appropriate resources ensure that learners can access the curriculum and that resources support and enhance learning. 	RE co Foundation Governors	2018/19

Forsbrook Primary School P.E & Sport Development Plan – 2017 – 2020



OBJECTIVE 7: P.E & Sport – Continue to provide a broad variety of opportunities in P.E and school sport to ensure that the focus on physical well-being remains a high priority

Forsbrook CE Primary School's three year Sports Premium- Objectives for Spending

2017-2018

- Ensure equipment and resources are suitable to ensure that children can participate in 30 minutes physical activity each day, including active lunchtimes.
- To improve PE provision provided at Forsbrook CE Primary School within curriculum time
- CPD opportunities in the areas which need to be further developed – dance, swimming, gymnastics, including releasing staff to support NQTs in the delivery of PE.
- Broaden the children’s range of sports and experiences (curriculum and extra-curriculum time)
- To develop opportunities for inter and intra school competitions, including break and lunchtimes

2018-2019

- To provide staff with professional development, mentoring, training and resources to help them to teach PE and sport more effectively by accessing support from oPEn.
- To use qualified sports coaches to work alongside teachers to enhance teachers’ confidence and skills at delivering curriculum PE.
- To extend extra-curricular school sports provision using school staff and external providers.
- To increase pupils’ participation in the School Games.
- To further develop lunchtime activity through the use of playground/sports leaders.
- To purchase new PE equipment to support the delivery of the PE curriculum and to increase lunchtime activity.
- To introduce healthy cooking lessons from EYFS to Year 6.

2019-2020

- Introduce alternative sports to encourage more pupils to take up sport and physical activities eg. Climbing and skiing.
- To provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum.
- To embed physical activity into the school day through exploring active travel to and from school and active teaching.
- To continue to enter and run more sport competitions and partner with other schools and clubs.

Forsbrook Primary School Enrichment Development Plan – 2018 – 2023



OBJECTIVE 8: Arts Award – To develop and embed ‘Arts Award’ as an enrichment opportunity for our children and the local community

Year One (18/19)

Discover - club to be run internally by JC. 20 learning hours

- 20 guided learning hours (recommended)



Year Two (19/20)

Discover – clubs to be run internally by Other Staff

Explore – club to be run internally by JC. 35 learning hours (see below)

- 25 guided learning hours
- 10 independent learning hours

JC to undertake Discover and Explore SEN Arts Award Training

JC to undertake Bronze level training

Year Three (20/21)

Discover



- clubs to be run as previous year
- new course to be opened up to wider community
- possible introduction of SEN course by JC

Explore – clubs to be run internally by Other Staff

Bronze – club to be offered to wider community incl. BBHS. 60 learning hours (see below) JC

- 40 guided learning hours
- 20 independent learning hours

JC to undertake Silver level training

Year Four (21/22)

Discover – courses to continue as previous year (SEN course by Other Staff)

Explore

- clubs to be run as previous year
- new course to be opened up to wider community
- possible introduction of SEN course by JC

Bronze – to be run as previous year by JC

Silver – to be offered to wider community incl. BBHS. 95 learning hours (see below) JC

- 60 guided learning hours
- 35 independent learning hours
- *(Course may take 2 years)*



JC to undertake Bronze and Silver SEN Training (if necessary)

JC to undertake Gold level training

Year Five (22/23)

Discover – courses to continue as previous year

Explore – courses to continue as previous year (SEN by other staff)

Bronze – course to continue as previous year by JC

Silver – course to continue from previous year by JC

Gold – to be offered to wider community incl. BBHS. 150 learning hours (see below) JC

- *Possible delay start until 23/24*
- 90 guided learning hours
- 60 independent learning hours

Appendix 1 – Computing Budget Action Plan

Time scale (budget year)	Product	Use	Approx price of unit <u>(unless stated otherwise)</u>	Labour cost	Total	Considerations
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Immediate 18/19	Server	Controls the network. (Server replaced in the summer of 2018)	<p>Actual prices quoted.</p> <p>£3000- entry level; updates the server. Out of warranty</p> <p>£5000- Migrating all as entry level. Migrating server 2016 (software) Remote back up. No warranty.</p> <p>£8000- New server. 5 year warranty. GDPR compliant, remote back-up.</p>	Incl in price	<p>£3000</p> <p>£5000</p> <p>£8000</p>	<p>With a new server, there is a 5 year warranty.</p> <p>This cost will not impact upon budget again until 2023/2024.</p>
19/20	Wifi	Supporting wireless use of technology throughout the school.	£7000 (top end approximation given from Trevor Cross)	Incl in price	£7000 approx	<p>A wireless survey is needed to give a specified quote. Asbestos file needs to be accessed for nursery.</p>
19/20	Review KS1 iPads (potential leasing upgrade)	Potentially leasing new iPads on a yearly basis	<p>3 years- £36.5% of the total charge per year.</p> <p>4 years- 29% of the total charge per year.</p> <p>15% lump sum to pay at the end of the term.</p>	N/A	£4913	<p>Leasing- <u>PROs</u></p> <p>Newer kit without the bulk payment. Renew the kit at the end of the term.</p> <p><u>CONs</u></p> <p>Continuous payment. Lump sum.</p>

20/21	<p>iPad upgrade (KS1 and Teachers).</p> <p>16 iPads- chn 8 iPads- staff</p> <p>MDM</p>	<p>Supporting teaching and learning, upgrading the use of iPads ensures that teachers can use Apple Classroom, releasing 1 iPad back to the chn.</p> <p>Device management for iPads and mobile devices.</p>	<p>Buy back scheme= approx. £40 per unit. (16 units in KS1. 8 units in EYs. 8 teacher iPads).</p> <p>£275 per unit £260 bulk buy per unit.</p> <p>£13 per device. Single payment. (32 chn iPads 8 teacher iPads)</p>	<p>ICT technician to set up.</p> <p>£900*</p>	<p>approx £5000</p> <p>£1420</p>	<p>KS2 iPads upgraded- 2017/18. (£4913) Approx 4 year life span- 2021/2023.</p> <p>*Costs can be lowered by buying in bulk along with upgraded iPads. ICT technician can be trained in this with a senior member of Entrust to reduce labour costs.</p>
21/22	ICT Suite P.Cs	ICT suite to engage in computer literacy and curriculum use.	20 x desktops £380.	TBC	£7600 + labour costs	Monitors are not needed as these are currently in a good state. At this point only desktops will need to be replaced.
2023/2024	Server	Controls the network	--	--	New server - £8000	The servers 5 year warranty is up this year. The server will need to be reviewed. A new server is not necessarily needed.