



# School Development Plan 2018-19

<b>2017 STANDARDS</b>	<b>FS</b>	<b>R</b>	<b>W</b>	<b>Ma</b>	<b>GLD</b>	<b>Att</b>	95.9 %	
	<b>Exp+</b>	84%	72%	85%	<b>65%</b>			
	<b>Exc</b>	55%	18%	29%				
	<b>KS1</b>	<b>R</b>	<b>W</b>	<b>Ma</b>	<b>Y1 ph</b>			
	<b>EXS+</b>	74%	69%	80%	<b>67%</b>			
	<b>GDS</b>	43%	21%	26%				
	<b>KS2</b>	<b>R</b>	<b>W(TA)</b>	<b>Spag</b>	<b>Ma</b>			<b>RWM</b>
	<b>EXS+</b>	60%	64%	67%	55%			<b>44%</b>
	<b>GDS</b>	26%	16%	22%	13%			
	<b>Prog.</b>	+0.5	+0.9	N/A	-2.1			

<b>2018 STANDARDS</b>	<b>FS</b>	<b>R</b>	<b>W</b>	<b>Ma</b>	<b>GLD</b>	<b>Att</b>	95.7% tbc	
	<b>Exp+</b>	58%	58%	60%	<b>55%</b>			
	<b>Exc</b>	28%	15%	18%				
	<b>KS1</b>	<b>R</b>	<b>W</b>	<b>Ma</b>	<b>Y1 ph</b>			
	<b>EXS+</b>	70%	63%	73%	<b>82%</b>			
	<b>GDS</b>	38%	18%	43%				
	<b>KS2</b>	<b>R</b>	<b>W(TA)</b>	<b>Spag</b>	<b>Ma</b>			<b>RWM</b>
	<b>EXS+</b>	78%	76%	75%	63%			<b>62%</b>
	<b>GDS</b>	37%	20%	27%	27%			
	<b>Prog.</b>	+0.6	-0.6	N/A	-2.1			

<b>2019 TARGETS</b>	<b>FS</b>	<b>R</b>	<b>W</b>	<b>Ma</b>	<b>GLD</b>	<b>Att</b>	96%	
	<b>Exp+</b>	71%	71%	75%	<b>71%</b>			
	<b>Exc</b>	27%	21%	23%				
	<b>KS1</b>	<b>R</b>	<b>W</b>	<b>Ma</b>	<b>Y1 ph</b>			
	<b>EXS+</b>	81%	74%	81%	<b>76%</b>			
	<b>GDS</b>	36%	24%	29%				
	<b>KS2</b>	<b>R</b>	<b>W(TA)</b>	<b>Spag</b>	<b>Ma</b>			<b>RWM</b>
	<b>EXS+</b>	77%	81%	82%	81%			<b>68%</b>
	<b>GDS</b>	40%	20%	27%	33%			
	<b>Prog.</b>	+	+		=			

**Whole school priority: To close the gap for the slowest movers and for the lowest attainers (gaps between in school groups and against national expectations)**

**Rationale:** School (*source: AP6*) and national data (*source: ASP & Perspective*) shows some differences in attainment and progress between year groups and core subjects for these groups of children: boys, SEND, the middle attainers pupils in receipt of PPG and pupils with EAL.

READING: Changes to provision		WRITING: Changes to provision		MATHS: Changes to provision	
Provision	EEF	Provision	EEF	Provision	EEF
<ul style="list-style-type: none"> <li>Whole class reading texts used for speaking and listening activities</li> <li>School 21 resources used to support oracy</li> <li>“Word aware” sessions weekly for whole class in FS and Y5 (not just groups)</li> <li>Whole school focus on metacognition</li> </ul>	<p><b>Oral language interventions</b> Moderate impact for very low cost, based on extensive evidence.</p> <p>£££££ £££££ <b>+5</b></p> <p><b>Collaborative learning</b> Moderate impact for very low cost, based on extensive evidence.</p> <p>£££££ £££££ <b>+5</b></p>	<ul style="list-style-type: none"> <li>High quality texts in KS2 (devt of Pie Corbett)</li> <li>Consistency of conferencing across the school</li> <li>“Word aware” sessions weekly for whole class in FS and Y5 (not just groups)</li> <li>Whole school focus on metacognition</li> <li>School 21 resources used to support oracy</li> </ul>	<p><b>Feedback</b> High impact for very low cost, based on moderate evidence.</p> <p>£££££ £££££ <b>+8</b></p> <p><b>Oral language interventions</b> Moderate impact for very low cost, based on extensive evidence.</p> <p>£££££ £££££ <b>+5</b></p>	<ul style="list-style-type: none"> <li>Y2 of maths mastery programme with specialist teacher</li> <li>Teacher research groups to ensure consistency of maths mastery across the school</li> <li>Consistency of conferencing across the school</li> </ul>	<p><b>Mastery learning</b> Moderate impact for very low cost, based on moderate evidence.</p> <p>£££££ £££££ <b>+5</b></p>

**Monitoring and leadership:** See timelines for core subjects and SEND provision.

<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>All children make at least good progress ie move at least from the expected band to the expected band in the next year group</li> <li>The progress and attainment gap between children in receipt of pupil premium and those not in receipts is closed.</li> <li>The progress and attainment gap between children with SEND and those not SEND is closed through improved provision</li> <li>The progress and attainment gap between children with EAL and those not EAL is closed</li> <li>The progress and attainment gap between boys and girls is closed</li> <li>Classes in Year groups make like progress</li> </ul>	<p><b>Working parties 2018-19</b></p> <ul style="list-style-type: none"> <li><b>PHSCE</b> – bespoke curriculum to include lifestyle choices</li> <li><b>Parental engagement</b> – parenting courses in house, oracy</li> <li><b>Well-being</b> – including partnering for performance</li> </ul>
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## Thameside Primary School Summary

Headteacher: Mrs H Wallace      Deputy Headteacher: Mrs S Greenaway      Assistant Headteacher: Mrs I Burton



### Basic Characteristics

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (405 pupils)

09 December 2018

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Rec	56	26 (46.4%) / 30 (53.6%)	10 (17.9%)	7 (12.5%)	24 (42.9%)	15 (26.8%)	10 (17.9%)	8 (14.3%)	0 (0%)	2 (3.6%)	2 (3.6%)
Y1	59	28 (47.5%) / 31 (52.5%)	16 (27.1%)	11 (18.6%)	18 (30.5%)	9 (15.3%)	18 (30.5%)	13 (22.0%)	0 (0%)	5 (8.5%)	1 (1.7%)
Y2	58	34 (58.6%) / 24 (41.4%)	16 (27.6%)	10 (17.2%)	28 (48.3%)	11 (19.0%)	10 (17.2%)	9 (15.5%)	0 (0%)	1 (1.7%)	0 (0%)
Y3	54	28 (51.9%) / 26 (48.1%)	9 (16.7%)	7 (13.0%)	20 (37.0%)	10 (18.5%)	11 (20.4%)	8 (14.8%)	0 (0%)	3 (5.6%)	1 (1.9%)
Y4	58	33 (56.9%) / 25 (43.1%)	15 (25.9%)	11 (19.0%)	25 (43.1%)	10 (17.2%)	9 (15.5%)	9 (15.5%)	0 (0%)	0 (0%)	1 (1.7%)
Y5	60	37 (61.7%) / 23 (38.3%)	9 (15.0%)	6 (10.0%)	26 (43.3%)	15 (25.0%)	10 (16.7%)	8 (13.3%)	0 (0%)	2 (3.3%)	0 (0%)
Y6	60	35 (58.3%) / 25 (41.7%)	20 (33.3%)	12 (20.0%)	23 (38.3%)	11 (18.3%)	10 (16.7%)	7 (11.7%)	0 (0%)	3 (5.0%)	0 (0%)
All	405	221 (54.6%) / 184 (45.4%)	95 (23.5%)	64 (15.8%)	164 (40.5%)	81 (20.0%)	78 (19.3%)	62 (15.3%)	0 (0%)	16 (4.0%)	5 (1.2%)

Last Inspection	March 2016
<b>Current Ofsted Grading</b>	
Overall Effectiveness	Good
Leadership & Management	Good
Teaching, Learning & Assessment	Good
PD, Behaviour and Welfare	Good
Outcomes for Children	Good
Early years	Good

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Black - African	6	3	2.2
Bangladeshi	2	4	1.5
White - British	126	115	59.5
Refused	3	3	1.5
Pakistani	8	8	4.0
Indian	9	4	3.2
Any Other Mixed Background	6	5	2.7
Any Other White Background	24	16	9.9
White and Asian	7	3	2.5
White and Black African	6	5	2.7
White and Black Caribbean	15	9	5.9
White - Irish	3	1	1.0
Any Other Ethnic Group	2	2	1.0
Any Other Asian Background	3	3	1.5
Any Other Black Background	0	2	0.5
Chinese	1	1	0.5
All	221	184	100.0

### Total % Attendance

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (405 pupils)

Year Group	No. of Pupils	16-17 %	17-18 %	18-19 %
Total:		96.2%	95.9%	97.3%
Reception	56	-	-	96.4%
Year 1	59	-	94.8%	97.5%
Year 2	58	95.5%	95.9%	97.1%
Year 3	54	96.2%	95.7%	97.9%
Year 4	58	95.7%	96.1%	97.4%
Year 5	60	97.2%	97.1%	97.4%
Year 6	60	96.3%	95.5%	97.2%

As at AP2

Inspection Due	Spring 2020
<b>Current SEF Judgement</b>	
Overall Effectiveness	
Leadership & Management	
Teaching, Learning & Assessment	
PD, Behaviour and Welfare	
Outcomes for Children	
Early years	

### Year Group Attainment & Progress (%EXS+)

AP	Base line	Reading					+/-	Base line	Writing					+/-	Base line	Maths				
		End Autumn	End Spring	End Summer	End of year Target	End of year Target			End Autumn	End Spring	End Summer	End of year Target	End of year Target			End Autumn	End Spring	End Summer	End of year Target	
FS	68%	68%			71%		43%	57%			71%		68%	70%			75%			
Y1	58%	64%			64%		58%	53%			61%		60%	64%			63%			
Y2	80%	71%			81%		63%	59%			74%		78%	64%			81%			
Y3	67%	69%			67%		63%	61%			63%		72%	72%			72%			
Y4	70%	78%			70%		67%	62%			67%		75%	72%			75%			
Y5	76%	75%			80%		66%	58%			68%		81%	80%			83%			
Y6	73%	78%			77%		63%	70%			81%		80%	78%			81%			

Source: School Data (to most recent AP)

