



Southridge First School

Headteacher: Mrs S. Hall

Email address: southridge.first@northtyneside.gov.uk

Chair of Governors: Mr Clint Milnes

Website address: www.southridgefirst.org.uk

School Development Plan (Summary)

Sept 2017 - 2018

Our Core Values are: Friendship, Kindness, Honesty, Respect and Responsibility.

Our Vision Statement: Our vision at Southridge is to create a secure, vibrant, challenging yet supportive learning environment in which our whole school team, in collaboration with parents, governors and the community, educate our children, value their individuality, encourage them to strive for excellence and help them to grow up to lead safe, happy, healthy and successful lives.



LEADERSHIP AND MANAGEMENT

Whole School Action:

The continued pursuit of excellence to successfully create a culture of high expectations, aspirations and excellence in a happy, secure environment.

Current Position: Southridge is one of the highest ranking schools within North Tyneside with high levels of attendance. In order to extend capacity and develop succession planning we need to continue to develop the skills and expertise of our effective Senior Leadership Team, working closely alongside governors enabling us to maintain our very high standards and to enhance the high quality teaching and learning.

- The continued pursuit of excellence to successfully create a culture of high expectations, aspirations and excellence.
- Utilise effectively increased capacity of Leadership Team
- Ensure Safeguarding is effective
- Effective Induction of NQT and teacher training student (SCITT)
- Ensure those staff who are in second and third year of teaching are supported effectively
- Ensure staff are confident in promoting Southridge / 'Inspection Ready'
- Ensure monitoring takes place and is effective.
- Monitor Assessment System regularly
- SEND - ensure high quality provision in place that meets our needs
- Premises - extend main playground
- Effective Use of Sports Premium and Pupil Premium Funding



QUALITY OF TEACHING, LEARNING & ASSESSMENT

Whole School Action:

TEACHING: To continue to maintain the excellent quality of teaching in the light of self- evaluation, monitoring etc.

LEARNING: To continue to offer a broad and balanced curriculum based on the National Curriculum and the school core values of friendship, kindness, honesty, responsibility and respect and to live out our school motto - 'we work hard, enjoy school and do our best.'

ASSESSMENT: To embed systems for assessing pupil progress in English and Maths and develop a simple assessment system to track the foundation subjects

- **Current Position:** Southridge was judged as an 'Outstanding' school (Ofsted 2007). The school has maintained a strong position and a recent SIP report and Local Authority Assisted Review indicated the school has maintained its high standards and has the capacity to continue at this level. Recommendations to:
 - a) further refine the quality and consistency of marking and feedback so that opportunities to deepen pupils' learning and make additional progress are seized.
 - b) Strengthen the impact of leaders' monitoring by ensuring that areas for improvement are always identified and clearly followed up
 - c) Present data in ways that effectively show typical and rapid progress so that leaders can identify gaps, challenge data and respond appropriately.

Increase the percentage of outstanding teaching over time.

- Continue to improve the quality of teaching over time so that even more pupils make substantial and sustained progress

Reduce the gender gap across the school in reading and writing for small L.A. group and increase % boys achieving exceeding in writing

Maintain the reduction in gender gap in Reception for pupils achieving the GLD

Challenge for boys:

Ensure more able boys are challenged to reach exceeding in reading and writing in Yr 1,2, and 3

Challenge Yr 3 boys to make more rapid progress in maths

Ensure more able boys are challenged to develop stamina and reach exceeding in writing in Year 4

Support for boys:

Ensure appropriate support for small group of L.A. boys who not meeting year group expectations in previous year group

Yr 2 - group of L.A. boys in reading & writing

Yr 3 - group of L.A. boys in writing

Yr 3 - group of L.A. boys in writing and maths



<p>Challenge for more able girls in maths: Challenge girls to enable a higher % to reach exceeding judgements in maths</p>
<p>CONTINUE to embed successful strategies from 2016-17 Year 1 - RWI Phonics delivered in Year 1 to follow on programme from Early Years Year 2 - In reading ensure that children achieving exceeding in EYFS reach Greater Depth at end of Year 2 Year 3 - Year 4 - effective transition to middle school <u>All year groups:</u> In writing focus on technical aspects of writing - handwriting and spelling In Maths ensure that all pupils have access to develop 'Mastery'</p>
<p>Ensure that we offer a 'broad and balanced' curriculum that meets the needs of Southridge pupils</p>
<p>Ensure that marking promotes rapid progress</p>
<p>Maths develop problem solving /reasoning skills</p> <ul style="list-style-type: none"> • In all year groups but specifically to support Year 2 pupils in paper 2 of Year 2 Maths SAT's • Year 2 pupils who were exceeding in Reception to be working at Greater Depth by end of Year 2
<p>Assessment - ensure staff take ownership of data analysis</p>



PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE

Whole School Action:

To promote responsibility, respect and celebrate pupil's excellent attitude to learning.

To maintain the excellent standards of behaviour and safety, maintain the significant improvement in attendance levels and reduce holiday absence.

To enhance lunchtime provision to ensure that all pupils are happy and secure and know who to ask for help and support with friendships.

Current Position: Responses to parent questionnaire 2017 indicate that:

My child has been happy and has enjoyed school this year - 99%

My child feels safe in school - 100%

Behaviour is a strength of the school and judged as 'Outstanding', however staff feel children need support in developing and maintaining friendships and learning 'how to play games'.

Continue to focus on our Core Values

Pupils emotional health and well - being is high - they feel safe and secure at school

Lunchtimes run smoothly and pupils are actively engaging in physical activity

Increase the fitness levels and healthy lifestyles of our children

Increase staff expertise in dealing with specific language and communication and emotional and behavioural difficulties

Support pupils in coping with changes in home circumstances



OUTCOMES FOR PUPILS

Whole School Action:

To maintain high attainment and achievement of all pupils - ensure children progress well from their different starting points and the vast majority achieve the expected standards for their age nationally and a significant proportion exceed them

To ensure that effective targeted intervention work is in place for vulnerable groups of pupils / those on Southridge 'Additional Needs' Register to narrow the gap with non-disadvantaged pupils.

Current Position: Our standards are significantly above the national average across the school and rates of progress are good at all key stages. Staff will need to embed good practice whilst meeting the challenge of the new Primary Curriculum. School is looking to maintain standards even further through developing an effective teacher assessment system and data analysis. Historical Data demonstrates that we meet the needs of vulnerable groups exceptionally well. Staff expertise has developed in delivering specific interventions. We will continue to use our strengths in assessment and tracking to ensure SEND children make expected progress.

Maintain the attainment levels in all key stages across the school

To ensure that effective interventions are in place to support all pupils in making substantial and sustained progress

Implement actions to ensure that expected progress is evident from EYFS to end of Year 2 particularly for those children reaching exceeding at end of EYFS

Focus on transition between KS1 and 2 to increase the rate of progress when entering Year 3

Ensure the pupils in Year 2 who did not meet expected level in Year 1 Phonics test narrow the gap in phonic knowledge.

Increase the percentage of boys **exceeding** year group expectations in reading and writing at the end of Year 1, 2, 3 and writing at end of Year 4

Support for small group of boys not meeting year group expectations at end of previous year (July 2017)

- Year 2 in reading and writing
- Year 3 in writing
- Year 4 in writing and maths

Increase the % of boys making **more than** expected progress in **maths** in the current Year 3

Increase the % of girls in Year 4 making **more than expected progress in writing**



EFFECTIVENESS OF THE EARLY YEARS

Whole School Action:

To maintain the highly effective leadership and management of provision and pupil outcomes in Early Years.

To ensure an enabling environment is created in the Nursery Outdoor Area

Current Position: Historical Data demonstrates that the vast majority of our children in Early Years achieve well above both National and Local Authority average and are well prepared for KS1. The quality of teaching is consistently outstanding across Reception and Nursery and is well organised with a clear vision by the Headteacher and a highly effective Early Years Co-ordinator. In 2016 - 17 the GLD was 83% and in terms of school readiness, looking at progress in the core areas of reading, writing and maths the vast majority of pupils made typical progress and a significant number made rapid progress.

The quality of teaching from all adults over time is outstanding and never less than consistently good; it is highly responsive to children's needs

Pupils are making at least good progress across all areas of learning

To maintain the reduction in the gender gap of pupils achieving the GLD

Develop 'Number Sense' in our children to increase the % pupils exceeding in SSM.

Increase the percentage of children making rapid progress from their starting points across early Years.

To ensure that the provision meets the needs of all pupils

Increase the percentage of children exceeding in Understanding the World and People and Communities

Continue to enhance the outdoor provision in Nursery and Reception through effective collaboration with Reception / Nursery and Wrap Around

Develop Forest School area on main field and garden areas in Reception and Nursery Outdoor Areas