



School Development Plan 2018 – 2019

Introduction

The School Development Plan shows the school's priorities for improvement and development over the next year and beyond. It has been written with the aim of ensuring that the priorities identified will improve the experience the school offers to all of its community and that it provides for the needs of all the children emotionally, socially and academically, impacting positively on the standards they attain and their outcomes.

The School Development Plan has been structured as seven specific projects which have been devised following a robust assessment of our strengths and areas that can be developed even further. These projects have been carefully related to the Ofsted headings:

- Effectiveness of Leadership and Management
- Personal Development Behaviour and Welfare
- Teaching Learning and Assessment
- Outcomes ¹

There are no specific targets for EYFS but the other Ofsted criteria apply to this area.

The 2018-19 priorities for development and improvement are based on the following:

- The schools Ofsted report September 2015
- Analysis of the current strengths of the school and areas/opportunities for enhancement
- Analysed Assessment Information including progress information from across the school.
- Analysis of current innovations and latest strategies in the delivery of high quality education
- Shared best practice from other schools.
- Observations, monitoring and evaluation
- Performance Management of staff

The School Development Plan has been constructed through discussion and workshops involving staff, governors, parents and children.

While we accept that there may be need throughout the year to change our priorities and amend our planned actions, we anticipate that monitoring and evaluation will show our success criteria being met to the benefit of the school community.

¹ Handbook for inspecting schools in England under section 5 of the Education Act 2005 Published: April 2018

Ongar Place Primary School



Ongar Place is a lively and motivated community which prides itself on its enthusiastic and positive attitude to learning and its inclusive nature. Our aim is that the children should leave Ongar Place independent and self-confident and eager to continue their learning.

Ongar Place is a small primary school and we value every member of our school community. We are committed to learning and academic progress but we believe that our responsibility to each child is to identify and nurture their different gifts. We aim to help them to develop the resilience and the skills to embrace opportunities and overcome challenges. All our staff are dedicated to building good relationships with our children. We want to ensure everyone flourishes academically, socially and personally while having fun and enjoying some memorable moments!

September 2014 saw Ongar Place become an all through one-form entry Primary School. All of our classes are currently full with a waiting list and we are over subscribed for entry into Reception. Over the past two years we have embedded The National Curriculum 2014 and Assessment without Levels throughout the school. We have worked alongside other schools to moderate and develop further and were moderated in KS2 and EYFS in 2017. Over the last two years we have achieved Artsmark, Healthy School Award, Active Surrey Award and achieved success in sporting activities and arts activities.

Ongar Place was described by OfSTED in 2015 ‘...teaching is good and pupils make good progress across the school’, ‘Pupils are happy and enjoy school’, ‘Teachers have high expectations for pupils’ ‘Pupils have positive attitudes to learning’. Our self-evaluation evidence upholds this judgement and also shows that achievement in Key Stage 2 is better than national average and pupil’s personal social behaviour and welfare development is even better than previously. We recognise the valuable contribution that parents and Governors have made to this judgment and believe that through continuing to work together we can continue to provide the best environment in which children feel safe and secure and can learn and achieve.

We invite you to read our School Development Plan and consider how you can contribute to the school’s improvement and the children’s continuing progress.



Mrs T L Good

Headteacher

Success Criteria

DA1	<ul style="list-style-type: none"> • Achieve Healthy Schools Gold Award • Increased awareness of healthy eating by children and parents • Physical activity daily to enhance learning • Appropriate PSHE and RSE curriculum researched, written and ready to implement • Increased physical well-being of all children.
DA2	<ul style="list-style-type: none"> • Most pupils can clearly state an aspiration for the future and indicate some of the skills they will require. • All staff provide opportunities for pupils to develop 'working life' skills through the values. • Pupils are introduced to new career choices throughout the school year. • Parents have an understanding of how to support their children's broader aspiration
DA3	<ul style="list-style-type: none"> • Number of pupils achieving greater depth in statutory tests is equal to or above national average • Pupils progress from varying starting points in maths is expected or better across all year groups • Books and observations show that gaps and misconceptions are quickly identified for all pupils, including the most able, and rapidly addressed
DA4	<ul style="list-style-type: none"> • Parents understand how to support their children's learning at school. • Parents understand how to support their children's through emotional difficulty • Parents of SEN children attend a group meeting or individual meeting with the SENCo • Improved understanding of SEN needs and process by parents • Appropriate services are invited into school to support parents and children • Early contact is sought and made with reception parents • Parents are offered opportunities to broaden their aspirations and develop additional skills
DA5	<ul style="list-style-type: none"> • Pupils have increased access to a wider range of vocabulary through books, texts, media and have opportunities to speak • Specific needs are identified and supported appropriately • Pupils use a wider range of vocabulary in writing activities and speaking activities • The receptive vocabulary test shows improving word use in all groups of pupils including those who are disadvantaged
DA6	<ul style="list-style-type: none"> • Assessment of core subjects is standardised across and relate national age related expectations • The marking policy is followed consistently and pupils are aware of strengths, weaknesses and next steps in core subjects • Expected progress of knowledge and skills is established in history, computing and music • Pupils progress is accurately tracked and recorded in history, music, computing and art
DA7	<ul style="list-style-type: none"> • Artsmark Gold is achieved • Computing, History and Art curriculums are well established and engage and motivate pupils • All stakeholders are aware of curriculum content, design and implementation • PE premium is used effectively to impact on pupils physical development and enjoyment of sport for all groups of pupils including the disadvantaged

Development Area 1
Embedding healthy living and well-being

Development Area 2
Broadening children's aspirations for the future

Development Area 3
Increasing greater depth and mastery through teaching, learning, intervention

Development Area 4
Further empowering parents to encourage and support children



Development Area 5
Improving and extending the vocabulary of all groups of children

Development Area 6
Assessing with accuracy and consistency across targeted subject areas

Development Area 7
Ensuring the continuation of broad and balanced curriculum provision

2018 - 2019

Development Area 1 Embedding healthy living and well-being Healthy Living

Improvement Priorities and Rationale based on aspirations for 2021
<p>Ongar Place has made great strides in securing the well-being of children and staff. Questionnaires, discussion and observations show that there has been a positive impact in all areas. In 2017-2018 more pupils took part in sporting activity at their own level and there has been an increase in competitive activity. In September 2019 the new PSHE and SRE curriculums need to be introduced and we need to prepare for this. We intend to continue building on the well-being initiatives that have been introduced and further develop the well-being of all members of the school community. Raising expectations of staff and children regarding their own health and well-being in order to raise attainment and progress.</p>
Success Criteria for 2018-2019
<ul style="list-style-type: none"> • Achieve Healthy Schools Gold Award • Increased awareness of healthy eating by children and parents • Physical activity daily to enhance learning • Appropriate PSHE and RSE curriculum researched, written and ready to implement • Increased physical well-being of all children.
Links to Ofsted Criteria
<p><i>PDBW</i> The schools open culture actively promotes all aspects of pupils welfare <i>PDBW</i> Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices <i>LM</i> The broad and balanced curriculum inspires pupils to learn <i>LM</i> Leaders and Governors have created a culture that enables staff and pupils to excel <i>LM</i> Teachers are determined that all pupils achieve well <i>LM</i> Resources and teaching strategies reflect and value the diversity of pupils experience <i>TLA</i> Pupils are exceptionally well prepared for the next stage of their education</p>

Objectives	Actions	Lead Person/s	Time	Monitoring and Evaluation
To incorporate 5 minutes of physical activity into every day.	<ul style="list-style-type: none"> • All teachers to plan for and implement at least 5 minutes of physical activity each day. 	Class teachers	On going Daily	
To continue and	<ul style="list-style-type: none"> • Improve facilities for sports – playground markings etc. 	Class	Ongoing	

ensure inclusion of all children in sporting activities.	<ul style="list-style-type: none"> • Arrange competitive and non-competitive sporting activities for all children • Arrange visitors and events to inspire children around sport. 	teachers		
To develop an inspiring curriculum for PHSE and RSE in line new guidelines.	<ul style="list-style-type: none"> • Research and implement new scheme of work for September 2019 that reflects the needs of the pupils and the ethos of the school. • Ensure all teachers are trained in the new PSHE / RSE scheme • Develop links with other schools, businesses and sporting organisations. 	By Spring 2019	Curric Team	
To further develop understanding of healthy eating.	<ul style="list-style-type: none"> • Year 6 to research, gather data and example of healthy lunches and snacks and share with the school. • Involve parents through family learning. • Send information to all parents. • Timetabled cooking and nutrition sessions for pupils • Planning of DT food and nutrition lessons to focus on healthy eating and cross reference science and PSHE 	By autumn half term Ongoing	FW AP Curric Teams	

Financial Implications

Development Area 2 Broadening children’s aspirations for the future

Improvement Priorities and Rationale based on aspirations for 2021
<p>Research shows ²that children who can see the relationship between what they are learning and the possibilities it opens up for them in later life are likely to be far more motivated to achieve. More than a third of children base these early aspirations solely on people they know. For many reasons, children from disadvantaged backgrounds are likely to have fewer opportunities to meet people in a range of jobs. All of this means that some children’s horizons can be narrowed at a very early age. At Ongar we want to broaden children’s aspirations for the future and help them to understand the link between learning and their futures.</p>
Success Criteria for 2018-2019
<ul style="list-style-type: none"> • Most pupils can clearly state an aspiration for the future and indicate some of the skills they will require. • All staff provide opportunities for pupils to develop ‘working life’ skills through the values. • Pupils are introduced to new career choices throughout the school year. • Parents have an understanding of how to support their children’s broader aspiration
Links to Ofsted Criteria
<p><i>LM</i> Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils <i>LM</i> Leaders promote equality of opportunity and diversity exceptionally well <i>TLA</i> Resources and teaching strategies reflect and value the diversity of pupils’ experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. <i>PDBW</i> Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. <i>PDBW</i> Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. <i>O</i> Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications.</p>

Objectives	Actions	Lead Person/s	Time	Monitoring and Evaluation
<p>To provide pupils with a range of opportunities to discuss the future and their expectations for</p>	<ul style="list-style-type: none"> • Work based role play in KS1 • PSHE curriculum to support discussions • Include a question on the one page profile – ‘what I want to do in the future?’ and for KS2, ‘how can I achieve this?’ • Transition to secondary school to include further aspiration • Provide opportunities for pupils to show leadership skills 	<p>All</p>		

² <https://www.educationandemployers.org/drawing-the-future>

themselves	<p>and team work</p> <ul style="list-style-type: none"> • Instil a sense of possibility and passion in children to pursue what they enjoy, regardless of their background, gender or socio-economic status. 			
To introduce pupils to range of jobs and careers	<ul style="list-style-type: none"> • Arrange a visitor for each half term to talk about their job and career, and the skills it requires. • Some assemblies to be career based covering a range of jobs • Make links with 'Primary Futures' programme ³ • Take children to see people doing their jobs in their workplaces. 	FW/All CT		
To develop pupils understanding of the world of work and its link to well-being and education	<ul style="list-style-type: none"> • Making links with secondary schools and colleges • Teachers to make the links between knowledge and skills being taught and 'work' explicit • PSHE curriculum to tackle self esteem and the importance of education and finance 	SLT		
To link values to the working world	<ul style="list-style-type: none"> • Assembly to introduce values • Values to be linked to aspiration and the future as well as current situation: <ul style="list-style-type: none"> – Teamwork Self Belief – Honesty Passion – Respect Determination 	TG		
To support parents in having aspiration and ambition for their children and themselves	<ul style="list-style-type: none"> • Share with parents the work the school is doing on aspiration and the future: • Signpost parents to further opportunities in areas where their child shows an aptitude (orchestra, choir, sports clubs,) • Family learning to support parents in realising their own ambitions • Joint piece of parents /child homework 'what I want to be' 	TG/AP		

Financial Implications

³ <https://primaryfutures.org>

Development Area 3 Increasing greater depth and mastery through teaching, learning, intervention

Improvement Priorities and Rationale based on aspirations for 2021
<p>We currently invest time and money into ensuring that children make expected progress from their differing starting points. Our current results show that, across the school overtime, progress is expected or better. However, we recognise that our assessment strategies would benefit from being more consistent across key stage 2. We also recognise that our interventions could be more timely and more sharply focussed. This is particularly important if a child is falling behind or has misconceptions. Statutory results show that at the end of KS2 the number of our children who achieve greater depth is below the national average and this is something we want to address through high quality teaching, accurate assessment and appropriate interventions.</p>
Success Criteria for 2018-2019
<ul style="list-style-type: none"> • Number of pupils achieving greater depth in statutory tests is equal to or above national average • Pupils progress from varying starting points in maths is expected or better across all year groups • Books and observations show that gaps and misconceptions are quickly identified for all pupils, including the most able, and rapidly addressed
Links to Ofsted Criteria
<p><i>LM</i> Leaders and governors focus on consistently improving outcomes for all pupils <i>LM</i> Teachers are determined that all pupils achieve well <i>LM</i> Leaders use incisive performance management that leads to professional development <i>TLA</i> Teachers identify pupils common misconceptions and act to ensure they are corrected <i>TLA</i> Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support <i>TLA</i> Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. <i>O</i> Teachers identify and support any pupil who is falling behind and enable most to catch up <i>O</i> From different starting points the progress in English and Mathematics is high compared with National Average (0) <i>O</i> The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly. <i>O</i> For pupils generally, progress is above average across nearly all subject areas.</p>

Objectives	Actions	Lead Person/s	Time	Monitoring and Evaluation
To increase the number of children achieving greater depth and improve	<ul style="list-style-type: none"> • Use Puma/Pira tests in year 3/4/5 to monitor progress and identify children to target GD. • Ensure staff understand mastery / greater depth in core subjects. 	DH/HT CT		

mastery of core subjects.	<ul style="list-style-type: none"> • Children are targeted for greater depth and supported appropriately. • Monitor and evaluate the implementation of the maths and calculation policy. • Evaluate Puma/Pira results in line with our own assessment system. 			
To identify and deliver measurable interventions for pupils to address knowledge gaps.	<ul style="list-style-type: none"> • Pupil Progress meetings and assessment data used to identify specific intervention groups. • SENCo to advise on most appropriate interventions. • TAs trained in use of appropriate interventions. • Intervention groups timetabled, implemented and evaluated for impact. 	DH/SENCo		
To develop a manageable system which quickly and effectively addresses pupils' misconceptions.	<ul style="list-style-type: none"> • During Wave 1 teaching of core subjects – misconceptions identified and addressed later that day or the next before moving on. • Same day interventions. • Clear lesson objectives to support easy monitoring of children's understanding. • Test mastery – greater depth. • Support less confident groups. • Use afternoon maths sessions to master maths concepts. 	CT		
To share good practice.	<ul style="list-style-type: none"> • Lesson study within Ongar Place and other schools. • Collaborative working across the STAR Partnership. • Building on current networks to improve teaching and learning. 	CT HT		

Financial Implications

Development Area 4 Further empowering parents to encourage and support children

Improvement Priorities and Rationale based on aspirations for 2021

Last year Ongar Place focussed on empowering parents to encourage and support children in a more constructive manner. We invited parents in to learn alongside their children for a morning and uptake was good at 57%. We also mad links with Family Learning, Surrey and successfully ran several sessions involving parents and children and parent basic skills. Parents are engaged and keen to be informed about their child's progress and attainment, 94% attend parents' evenings. Social events organised by the PTFA are also well attended, as are shows, assemblies and presentations by children. Parents are quick to ask for support with academic issues and family issues. Parents recognise they do not always have the ability or knowledge to support their children with their learning related to the National Curriculum 2014 or how to help their children overcome feelings of anxiety or upset and achieve well. We want parents to develop the tools to support their children both academically and emotionally and to remove any barriers to learning and, building on last year's experiences, we want to try to provide these in a manner, that parents can easily access.

Success Criteria for 2018-2019

- Parents understand how to support their children's learning at school.
- Parents understand how to support their children's through emotional difficulty
- Parents of SEN children attend a group meeting or individual meeting with the SENCo
- Improved understanding of SEN needs and process by parents
- Appropriate services are invited into school to support parents and children
- Early contact is sought and made with reception parents
- Parents are offered opportunities to broaden their aspirations and develop additional skills

Links to Ofsted Criteria

TLA Parents are provided with clear and timely information
TLA Parents are given guidance on how to support their child to improve
LM Pupil premium is effectively deployed to decrease variations in outcomes
PSDW Pupils value their education and rarely miss a day at school
PSDW The schools open culture actively promotes all aspects of pupils welfare

Objectives	Actions	Lead Person/s	Time	Monitoring and Evaluation
To continue to develop parents	<ul style="list-style-type: none"> • Host Family Learning workshops in Reading, English and Maths 	AP		

skills to support their child's learning.	<ul style="list-style-type: none"> • Include links to useful resources on websites • Hold a Family Learning week where parents learn alongside their children and sign up for future courses. • Explore the possibility of providing a crèche in order to allow more parents to attend events • Create packs of resources for parents to use at home with children (SEND) 			
To engage parents from the start of their child's education	<ul style="list-style-type: none"> • Open Family Learning courses to pre-school families • Hold 'Steps into School' workshop for families in the term before they start Reception • KB to meet with parents and set expectations before their child begins school • Develop link with Family Information Service 	AP/KB		
To support parents in understanding children's emotional difficulties	<ul style="list-style-type: none"> • Hold workshops on issues affecting learning and well-being. ie anxiety, ADHD, behaviour • Train staff in raising the subject of obesity and the effects of passive smoking. • Liaise with Runnymede Family Partnership to develop a local parenting group for parents of children in Year 5/6 • Hold courses on Healthy Eating 	AP/LO		
To provide opportunities for parents to develop their own skills and knowledge	<ul style="list-style-type: none"> • Hold English and Maths courses for parents • Signpost parents to further learning opportunities ie pre-GCSE courses 	AP		

Financial Implications

Development Area 5 Improving and extending the vocabulary of all groups of children

Improvement Priorities and Rationale based on aspirations for 2021

Language opens doors. It unlocks the world of reading and the imagination, the excitement of writing, the capacity to explore new subjects and releases our potential to learn and grow as an individual. In schools, language underpins progress, impacts on attainment throughout primary years, affects self-esteem and behaviour and plays a huge role in a child's future life chances. Research⁴ shows that children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood. Without enough language and a limited vocabulary a child is seriously limited in their enjoyment of school and success beyond. While certain pupil groups may be more likely to have a limited vocabulary, for example those with special educational needs or children learning English as an additional language the 'word gap, a limited vocabulary, is an issue that affects all pupils. Using recent research and through the curriculum we want to improve and extend the vocabulary of all groups of children over the next few years.

Success Criteria for 2018-2019

- Pupils have increased access to a wider range of vocabulary through books, texts, media and have opportunities to speak
- Specific needs are identified and supported appropriately
- Pupils use a wider range of vocabulary in writing activities and speaking activities
- The receptive vocabulary test shows improving word use in all groups of pupils including those who are disadvantaged

Links to Ofsted Criteria

LM Leaders and governors focus on consistently improving outcomes for all pupils, but especially for the disadvantaged pupils.
TLA Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum
PDBW They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge,
PDBW Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
O Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way.
O Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.

Objectives	Actions	Lead Person/s	Time	Monitoring and Evaluation
To improve access to	<ul style="list-style-type: none"> • Review availability of books in the school library. 	DH		

⁴ Why Closing the Word Gap Matters – The Oxford Language Report

high quality texts to expose children to wider vocabulary.	<ul style="list-style-type: none"> • Prepare class libraries of appropriate level books. • Closer monitoring of children's book choices. • Author visits. 			
To include specific speaking opportunities into weekly planning across the curriculum.	<ul style="list-style-type: none"> • TA – Time for Talk in EYFS and KS1. • Planned talking opportunities in KS2 to use language in the context of use. • Story-telling and role play to encourage wider vocabulary. 	KB Arts Group		
To ensure children's vocabulary is at least age appropriate.	<ul style="list-style-type: none"> • Purchase Collins 'Receptive Vocabulary' years 1 and 2. • Test children to establish a baseline and monitor progress. 	DH		
To develop the quality and variety of teaching	<ul style="list-style-type: none"> • Staff meeting to identify the importance of vocabulary including key subject vocabulary and ways to ensure wider vocabulary is used across the curriculum. • Develop story sacks for use across the school (especially reception and KS1) • KS2 Review spelling groups – more children to work on own year group spellings with smaller intervention groups. • Greater focus in spelling groups on broadening vocabulary. 	DH/HT		
To encourage parental involvement in developing children's vocabulary.	<ul style="list-style-type: none"> • Encourage parents/carers to come and listen to readers and take part in conversations with children. • World Book Day activities. • Grandparents story telling day! 	DH/HT Arts Group		

Financial Implications

Development Area 6 Assessing with accuracy and consistency across targeted subject areas

Improvement Priorities and Rationale based on aspirations for 2021

Assessment is now embedded within the school in the core subjects, reading, writing and mathematics. In school moderation and external moderation shows that overall teachers have a good understanding of the expectations for their year group. When comparisons are made between statutory assessment in year R, 2 and 6 and teacher assessment the results are very similar. However, teachers are keen to verify their results further in years 3, 4 and 5 and so we are planning to purchase some standardised tests and also take part in a trial of comparative judgements. The marking policy changed dramatically in 2018 and we now need to evaluate if this is being used consistently throughout the school and is having a positive impact on progress and attainment. Whole class feedback that embodies next steps is also a priority. Assessment across the foundation subjects is broadly used and reported to parents but we would like to develop this further to ensure robust learning and progress is taking place. We have limited our focus to art, computing, music and history for this year.

Success Criteria for 2018-2019

- Assessment of core subjects is standardised across and relate national age related expectations
- The marking policy is followed consistently and pupils are aware of strengths, weaknesses and next steps in core subjects
- Expected progress of knowledge and skills is established in history, computing and music
- Pupils progress is accurately tracked and recorded in history, music, computing and art

Links to Ofsted Criteria

LM The broad and balanced curriculum inspires pupils to learn.
TLA Teachers demonstrate deep knowledge and understanding of the subjects they teach.
TLA Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
TLA Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
TLA Teachers provide pupils with incisive feedback
TLA Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected.
O For pupils generally, progress is above average across nearly all subject areas.
O Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way.

Objectives	Actions	Lead Person/s	Time	Monitoring and Evaluation
To explore and trial comparative	<ul style="list-style-type: none"> • Complete a trial of no more marking with year 2 writing to establish suitability for school 	AP/TG	Summer	

marking in writing to consolidate accuracy and consistency	<ul style="list-style-type: none"> • Arrange for OUP representative to present no more marking if necessary • Subscribe to no more marking and take part in national assessment window OR develop successful way of moderating and standardised marking of writing 			
To establish standardised assessment of reading in years 3,4,5	<ul style="list-style-type: none"> • Invest in PIRA resources • Carry out assessment in autumn and spring • Evaluate standardised scores as compared to Ongar assessment • Moderate against other schools 	AH/AP	Autumn	
To establish standardised of assessment of mathematics in years 3, 4, 5	<ul style="list-style-type: none"> • Invest in PUMA resources • Carry out assessment in autumn and spring • Evaluate standardised scores as compared to Ongar assessment • Moderate against other schools 	AH/FW	Autumn	
To develop whole class feedback to establish strengths, weaknesses and next steps for pupils	<ul style="list-style-type: none"> • Teachers to mark in line with current (2017) incisive feedback and assessment policy. • Teachers to identify common misconceptions and weaknesses • Teachers to develop a way of feeding back to pupils and ensure these are addressed 	All teachers	From September	
To develop further accurate tracking of progress across the broader curriculum	<ul style="list-style-type: none"> • Curriculum groups to establish progress through years for: <ul style="list-style-type: none"> – Computing – Music – History • Teachers to use curriculum progress work to track and assess pupils at agreed points in the year. • Teachers to establish medium and long term plans that address weaknesses 	CGs All teachers	By summer	

Financial Implications

Development Area 7 Ensuring the continuation of a broad and balanced curriculum

Improvement Priorities and Rationale based on aspirations for 2021

At Ongar Place we are proud of our well-structured curriculum that adheres to the National Curriculum 2014 and also takes into account the context of the children and their interests and needs. The curriculum is creative and strong links are made between the learning in different areas. Staff work as groups to ensure the curriculum is effectively delivered, monitored and evaluated. Pupils engage in their learning positively and experience many memorable moments throughout each year. There is scope for English and maths skills to be taught with even more rigour across the curriculum and in all areas there is always the capacity to improve! This year we want to achieve the ArtsMark Gold award that we have started to work on, further develop our music provision alongside other schools and provide even more opportunities for sporting activities through the effective use of PE premium.

Success Criteria for 2018-2019

- Artsmark Gold is achieved
- Computing, History and Art curriculums are well established and engage and motivate pupils
- All stakeholders are aware of curriculum content, design and implementation
- PE premium is used effectively to impact on pupils physical development and enjoyment of sport for all groups of pupils including the disadvantaged

Links to Ofsted Criteria

LM The broad and balanced curriculum inspires pupils to learn.
LM Leaders and governors use monitoring to identify and spread good practice across the school
LM Leaders use incisive performance management that leads to professional development
LM Leaders and governors have a deep and accurate understanding of the schools effectiveness
TLA Teachers demonstrate deep knowledge and understanding of the subjects they teach.
TLA Pupils are exceptionally well prepared for the next stage of their education
O For pupils generally, progress is above average across nearly all subject areas.

Objectives	Actions	Lead Person/s	Time	Monitoring and Evaluation
To continue to develop a broad and balanced curriculum.	<ul style="list-style-type: none"> • Use PE premium to continue to develop further opportunities for sport across the school. • Teachers to feel confident in teaching the computing curriculum. 	IK/JG All curriculum groups		

	<ul style="list-style-type: none"> • Curriculum groups to closely monitor their subjects for coverage and progression. • Action Plans written to reflect an understanding of intent, implementation, impact.⁵ • Staff meetings are used for moderation activities 			
To achieve Artsmark Gold.	<ul style="list-style-type: none"> • Arts group to work on application including case study and journey • Governor to be linked to the arts and monitor provision • Arts ambassadors to be selected and their role defined and monitored • Investigation of how arts award could be offered in our setting 			
To celebrate 50 years of Ongar Place School.	<ul style="list-style-type: none"> • Local history day/week – whole school activity. • Musical celebration of 50 years at Easter – Y3/4 to lead. • Summer Party for children and parents. 	FW/DM HT Arts group		
To share transparent information about curriculum development, delivery and monitoring	<ul style="list-style-type: none"> • Learning letters to focus on different curriculum areas each week/fortnight • Use Headlines to share information on teachers/curriculum groups and plans for the year. • Information shared on website. 	HT All teachers Office		

Financial Implications

⁵ The curriculum

A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent) for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).⁷

Links to Ofsted

Leadership and management	Area
The broad and balanced curriculum inspires pupils to learn	1/6/7
Leaders and Governors have created a culture that enables staff and pupils to excel	1
Teachers are determined that all pupils achieve well	1/3
Resources and teaching strategies reflect and value the diversity of pupils experience	1
Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils	2/3/5
Leaders promote equality of opportunity and diversity exceptionally well	2
Pupil premium is effectively deployed to decrease variations in outcomes	4
Leaders and governors use monitoring to identify and spread good practice across the school	7
Leaders use incisive performance management that leads to professional development	7
Leaders and governors have a deep and accurate understanding of the schools effectiveness	7
Outcomes	
Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications.	2
Teachers identify and support any pupil who is falling behind and enable most to catch up	3
From different starting points the progress in English and Mathematics is high compared with National Average (0)	3
The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.	3
For pupils generally, progress is above average across nearly all subject areas.	3
Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way.	5/6
Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.	5
For pupils generally, progress is above average across nearly all subject areas.	2/6

Personal Development Behaviour and Welfare	Area
The schools open culture actively promotes all aspects of pupils welfare	1/4
Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices	1
Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.	2
Pupils' SMSC development equips them to be thoughtful, caring and active citizens in school and in wider society.	2
Pupils value their education and rarely miss a day at school	4
They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge	5
Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.	5
Teaching Learning and Assessment	
Pupils are exceptionally well prepared for the next stage of their education	1/7
Resources and teaching strategies provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.	2
Teachers identify pupils common misconceptions and act to ensure they are corrected	3
Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support	3/6
Teachers identify and support any pupil who is falling behind, and enable almost all to catch up	3/6
Parents are provided with clear and timely information	4/6
Parents are given guidance on how to support their child to improve	4
Teachers embed reading, writing and communication and exceptionally well across the curriculum	5
Teachers demonstrate deep knowledge and understanding of the subjects they teach.	6/7
Teachers provide pupils with incisive feedback	6