



**Ernesettle Community School
School Development Plan 2017-18 Impact Report**

	Target exceeded
	Target met
	Target not achieved

Priority/ Target	RAG rating	Impact																																																																													
Priority One: Reading																																																																															
<p>To maintain and improve the levels of progress and standards across the school so they result in maintaining Reading standards at the end of Key Stage 2.</p>		<table border="1"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="3">Attainment %</th> </tr> <tr> <th>2018</th> <th>2017</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>89%</td> <td>91%</td> <td>91%</td> </tr> <tr> <td>Higher Standard Reading</td> <td>49%</td> <td>66%</td> <td>6%</td> </tr> </tbody> </table> <p>Over the last three years our Reading attainment has been significantly above national average, both at ARE and Higher Standard. Across the school we monitored Reading and saw an increase in ARE combined for all year groups.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>SSAT Educational Outcomes Award 2017 For exceptional pupil attainment</p> <p>Awarded to Ernesettle Community School</p> <p>In recognition of being in the top 10% of schools nationally for student attainment in the 2017 KS2 tests</p> <p><i>Sue Williamson</i> Sue Williamson Chief Executive</p> <p>ssat the schools, students and teachers network</p> </div> <div style="width: 35%; text-align: right;"> </div> </div>	Subject	Attainment %			2018	2017	2016	Reading	89%	91%	91%	Higher Standard Reading	49%	66%	6%																																																														
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<p>To track the progress specific cohorts or individual pupils in the standards attained in reading on a termly basis. This progress will be communicated to staff through subject data analysis and Pupil Progress Reports and with parents through written feedback at Parent/Carer evenings and their annual report. To track and improve the progress of Pupil Premium, and pupils entitled to Free School Meals from their KS1 reading data to the end of KS2.</p>		<table border="1"> <thead> <tr> <th colspan="7">Reading No. (% of total pupils)</th> </tr> <tr> <th colspan="2">Year 2 Summer 2</th> <th colspan="5">End of Key Stage 2</th> </tr> <tr> <th>Levels (2ABC)</th> <th>No. Pupils</th> <th>Other</th> <th><95</th> <th>95-99</th> <th>100-109</th> <th>110+</th> </tr> </thead> <tbody> <tr> <td>No Assessment</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Level 1</td> <td>7</td> <td>4 (7.5%)</td> <td>2 (3.8%)</td> <td></td> <td>1 (1.9%)</td> <td></td> </tr> <tr> <td>2C</td> <td>4</td> <td></td> <td></td> <td></td> <td>3 (5.7%)</td> <td>1 (1.9%)</td> </tr> <tr> <td>2B</td> <td>11</td> <td></td> <td></td> <td></td> <td>6 (11.3%)</td> <td>5 (9.4%)</td> </tr> <tr> <td>2A</td> <td>15</td> <td></td> <td></td> <td></td> <td>8 (15.1%)</td> <td>7 (13.2%)</td> </tr> <tr> <td>Level 3</td> <td>16</td> <td></td> <td></td> <td></td> <td>3 (5.7%)</td> <td>13 (24.5%)</td> </tr> <tr> <td>Level 4</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Level 5</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>See Staff Triangulation file for examples and evidence of strategic PPM which lead to an increase in ARE combined across all year groups.</p>	Reading No. (% of total pupils)							Year 2 Summer 2		End of Key Stage 2					Levels (2ABC)	No. Pupils	Other	<95	95-99	100-109	110+	No Assessment	0						Level 1	7	4 (7.5%)	2 (3.8%)		1 (1.9%)		2C	4				3 (5.7%)	1 (1.9%)	2B	11				6 (11.3%)	5 (9.4%)	2A	15				8 (15.1%)	7 (13.2%)	Level 3	16				3 (5.7%)	13 (24.5%)	Level 4	0						Level 5	0					
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To ensure every opportunity for reading is embraced and promoted across the curriculum leading to a love of reading being embedded in the school ethos.

Increased attainment in reading across the year groups resulted in less pupils being 'off track' for progress.
 Successful World Book Day which included visits from an author and illustrators.
 Successful trial of Whole Class reading in Y5.
 Skype an author activities in Y2.
 Increased uptake in Plymouth Library Summer Reading Challenge program.

To continue to improve the outcomes for all pupils, including Disadvantaged pupils particularly in Key Stage 1 and EYFS.
 To ensure progress of our lower attainers, SEN pupils are in line with their national counterparts.

Subject	Progress Measure KS2		
	2018	2017	2016
Reading	3.5	5.36	5.53
SEN Reading	-3.38	1.75	12.54

This is the overall reading progress as well as pupils with SEN progress. Although this data shows a decrease, the narrative about each individual cohort can demonstrate at least good (or better) progress for every child in Reading. See English Leader.

Subject	Reading attainment		
	2018	2017	2016
EYFS (Ever6)	52% (TT)	42%	41%
KS1 (Disadvantaged)	73%	67%	65%
KS2 (Disadvantaged)	93%	93%	89%

Priority Two: Writing

To maintain and improve the levels of progress and standards across the school so they result in maintaining Writing standards at the end of Key Stage 2.

Subject	Attainment %		
	2018	2017	2016
Writing	89%	89%	85%
Greater Depth Writing	32%	23%	11%

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Sue Williamson
 Sue Williamson
 Chief Executive

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To ensure there is effective planning in place to ensure the coverage, progression and differentiation of oracy and writing skills across the curriculum. This planning will take into account what the child has learned previously or any misconceptions they have displayed to ensure a personalised approach has been undertaken.

Teaching Profile June 2018 (18 teachers)

Inadequate	Requires Improvement	Good +	Outstanding
0%	0%	100%	60%

Weekly feedback from Unit Leaders has improved the quality planning and in turn the quality of teaching and learning.

To provide for the effective tracking of pupils and to track the progress of specific cohorts or individual pupils against the standards attained in writing on a termly basis.

See Staff Triangulation Folder for Pupil Progress Meeting notes which shows how staff used pupil tracking to identify focus pupils.
Reception were moderated by Plymouth Local Authority Moderation team who agreed with all their judgements.

EYFS	Attainment %		
	2018	2017	2016
Writing	65% (TT)	63%	64%
Writing FSM	50% (TT)	42%	47%
Writing Boys	60% (TT)	56%	52%

KS1	Attainment %		
	2018	2017	2016
Writing	80%	76%	74%
Writing Ever 6 FSM	72%	72%	69%
Writing Boys	73%	71%	70%

KS2	Attainment %		
	2018	2017	2016
Writing	89%	89%	85%
Writing Ever 6 FSM	93%	89%	82%
Writing Boys	100%	91%	83%

To improve the application of oracy and writing skills across the curriculum, including EYFS curriculum.

See SALT provision on Provision Maps and SENCo records.

EYFS	Attainment %		
	2018	2017	2016
Speaking	82%(TT)	75%	71%
Speaking FSM	63%(TT)	67%	59%
Speaking Boys	78%(TT)	75%	61%

Part of the newly developed role of Early Years Leader will be to closely track FSM pupils and their attainment in all areas. The environment will develop further to ensure it is stimulating, language rich and full of exciting learning opportunities that will encourage pupils to talk about their tasks with each other and adults.

EYFS and KS1 will value and promote early writing and mark making. KS1 and KS2 will value and promote writing that has been through the draft and editing process leading to final publications.

See drafting and editing policy within English Policy.
See Responding to Children's Learning Policy and how book scrutiny celebrates it in action across KS1 & KS2.

Priority Three: Maths

To maintain and improve the levels of progress and standards across the school so they result in maintaining Maths standards at the end of Key Stage 2.

Subject	Attainment %		
	2018	2017	2016
Maths	91%	89%	96%
Higher Standard Maths	53%	64%	36%

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To provide for the effective tracking of pupils and to track the progress of specific cohorts or individual children against the standards attained in Maths on a termly basis. This data will be based on a good broad range of evidence, including formative assessment and teacher judgements.

See Maths Leader's scrutiny.
Tracking pupils and Core Pupils' attainment document.
Optional SATs analysis.
Pupil Progress Meetings.
External moderation notes from Nursery to Year 6.

EYFS	Attainment in Maths %		
	2018	2017	2016
All Number	68% (TT)	72%	68%
All S, S & M	68% (TT)	72%	70%
Number FSM	56% (TT)	50%	53%
S, S & M FSM	56% (TT)	50%	47%
Number Boys	60% (TT)	67%	58%
S, S & M Boys	60%(TT)	67%	61%

Tracking FSM pupils will be a priority for the newly appointed Early Years Leader next year and will be a focus in the SDP.

KS1	Attainment in Maths %		
	2018	2017	2016
All	82%	81%	83%
Ever 6 FSM	78%	67%	71%
Boys	76%	79%	87%

Tracking boys' Maths attainment will be a focus in next year's SDP and for the Maths Leader. The narrative behind 2017-18 and 2016-17 cohort proves that each child in that cohort made at least good (or better) progress in Maths. See KS1 Leader, Maths Leader and SENCo.

KS2	Attainment in Maths %		
	2018	2017	2016
All	91%	89%	96%
Ever 6 FSM	93%	89%	93%
Boys	100%	91%	100%

To confirm there is effective planning in place to ensure coverage, progression and differentiation of numeracy skills across the curriculum.

Maths Leader Planning Scrutiny.
Unit Leader checks planning weekly.
External moderation notes from EYFS to Y6 say coverage is solid.

"Teachers use a range of questioning strategies skilfully to check pupils' understanding and to challenge pupils to think deeply about the problems they have to solve. This is resulting in pupils who are willing to keep trying, even when things are difficult, and who work well independently. In a Year 6 mathematics lesson, pupils were challenged to work out the volume of a complex shape using incomplete information. They found this difficult, but were able to discuss the problem and find a solution as a result of their own dialogue and the excellent questioning of the teacher."
(Ofsted report, 2018)

To further improve the standards of pupils' times tables knowledge, in line


New times table program initiated by Maths Leader and KS1 Leader.
Times Tables tracking data for Y2 – Y6 show an improvement since it has started.

with the expectations outlined in the National Curriculum.																	
To improve the application of all pupils' numeracy skills across the curriculum, including EYFS, and provide the opportunity for some 'real life' application.		<table border="1"> <thead> <tr> <th rowspan="2">EYFS</th> <th colspan="3">Attainment %</th> </tr> <tr> <th>2018</th> <th>2017</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>72%</td> <td>72%</td> <td>68%</td> </tr> <tr> <td>Shape, Space and Measure</td> <td>72%</td> <td>72%</td> <td>70%</td> </tr> </tbody> </table>	EYFS	Attainment %			2018	2017	2016	Number	72%	72%	68%	Shape, Space and Measure	72%	72%	70%
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Priority Four: Curriculum																	
Delivering an enriched curriculum that promotes personal and social development, Well- Being and Cultural Diversity		See Whole School Curriculum Map. See SMSC assembly timetable.															
To further improve standards in pupils' behaviour for a few pupils who have complex needs to good or better.		<i>"Pupils behave very well. Their attitudes to learning are exemplary and classrooms are typically calm and purposeful. As a result of good feedback, pupils receive helpful advice on how to improve their work. Skilled teaching assistants make a good contribution to pupils' learning."</i> (Ofsted Report, 2018)															
To continue to provide external educational trips that promote Cultural Diversity and real-life experiences that traditionally, children from areas of high deprivation do not often have.		See Whole School Curriculum Map. See Pupil Premium Funding Analysis. Short listed in Education Business Awards Educational Trips Award 2018. Marching Band of Her Majesty's Royal Marine visited ECS and performed a concert.															
To work in partnership with EWO to achieve the attendance target of 97.5%		Detailed analysis of attendance by individuals and groups, rigorous challenge for persistent absentees (and those families taking unauthorised holidays during term time) have all enabled the decrease in attendance figures to be less than many comparable schools. With the continued lack of penalty notices for unauthorised holidays, many families are unfortunately still inclined to take advantage of the more inexpensive holidays during term time. Target to continue into the 2018-19 academic year.															
To offer an outstanding range of extracurricular activities and clubs for children to enjoy or take part in competitively.		See Extra-Curricular Club list and register for 2017-18															
To provide a stimulating and cost-effective extended schools program.		The increased demand for our extended services, the changing demographic of more families being in work and the grant funding we are receiving are now moving towards the services towards becoming cost neutral. It is anticipated that we will deliver the holiday clubs under the same financial model within the next 24 months too.															
To forge stronger links with our local community to encourage our children to 'give back' and further understand the community in which they are part of.		Staff underwent Dementia Friends Training, June 2018. Strong links forged between Year 6 and Waypoints Dementia Care home. Royal Marine Marching Band gave a concert at ECS. ECS pupils participated in Plymouth Library Summer Reading Challenge 2018. Events linked to Mayflower 2020. 2018 marked the first year ECS entered a Field Gun Team at Armed Forces Day, Plymouth.															
To further develop the range and experiences offered by our fully subsidised educational visits or visitor opportunities that are directly linked to our topic-based curriculum.		See Curriculum Map 2018. See selection of Topic Books from 2018.															
To further consolidate and demonstrate to pupils that a 'healthy body equals a healthy mind'.		The school has received the Healthy School Award for its 8 th consecutive year. 2018 marked the first year ECS entered a Field Gun Team at Armed Forces Day, Plymouth.															



Priority Five: Teaching, Learning and Assessment

<p>To ensure that all teaching is at least good, with 50% being graded outstanding.</p>		<p>Teaching Profile June 2018 (18 teachers)</p> <table border="1"> <thead> <tr> <th>Inadequate</th> <th>Requires Improvement</th> <th>Good +</th> <th>Outstanding</th> </tr> </thead> <tbody> <tr> <td>0%</td> <td>0%</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table>	Inadequate	Requires Improvement	Good +	Outstanding	0%	0%	100%	60%
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<p>To ensure the triangulation between teacher assessment and formative assessment.</p>		<p><i>“Together with other leaders and governors, you systematically check how well pupils are progressing, using the information effectively to make any necessary changes to teaching methods or to provide additional support. Teachers meet regularly with leaders to review pupils’ progress and identify any underachievement. Your systems are rigorous and well established, and have made a strong contribution to the high standards achieved by the pupils.”</i></p> <p align="right">(Ofsted report, 2018)</p>								
<p>To ensure any gaps identified in formative or teacher assessment are addressed through planning, high quality teaching and effective interventions.</p>		<p><i>“Staff said that there is a shared commitment to ensuring that all pupils and adults flourish in the school. They said that they feel well supported by leaders and appreciate the clarity and consistency of policies and procedures, which they believe have contributed to the success of the school. Staff said that they feel that leaders use professional development well to encourage, challenge and support ongoing improvement in the quality of their teaching.”</i></p> <p align="right">(Ofsted report, 2018)</p>								
<p>Staff track their cohort, specific groups or individual pupils’ progress in all core subjects which are discussed in Pupil Progress Meetings and acted upon weekly.</p>		<p><i>“Staff said that there is a shared commitment to ensuring that all pupils and adults flourish in the school. They said that they feel well supported by leaders and appreciate the clarity and consistency of policies and procedures, which they believe have contributed to the success of the school. Staff said that they feel that leaders use professional development well to encourage, challenge and support ongoing improvement in the quality of their teaching.”</i></p> <p align="right">(Ofsted report, 2018)</p>								

Priority Six: ICT

<p>To further improve standards in pupil’s ICT skills.</p>		 <p>ECS was awarded the 360 Degree Safe Accredited Safer Online Award in July 2018.</p>
<p>To ensure that there is effective planning in place to ensure the coverage progression and differentiation of ICT skills across the curriculum.</p>		<p>ICT Leader co-write an ICT curriculum which is used across Plymouth schools.</p>
<p>To promote the use of ICT skills across the whole school for all curriculum areas.</p>		<p>See Curriculum Map and subsequent topic planning.</p>
<p>To enhance the ICT skills of all stakeholders including Governors, Staff and Parents/Carers.</p>		<p>All stakeholders were involved in the successful accreditation of online safety accreditation. Staff have moved to cloud-based storage and information sharing which is enhancing data protection and security. The Governing Board will follow the same process in 2018-19.</p>
<p>To use ICT to help promote Ernesettle Community School on online platforms and through the use of social media.</p>		<p>ECS Facebook page reached over 900 ‘likes’ and followers in 2017-18. New website launched. Professional coverage of Royal Marine Marching Band concert and other events at ECS were promoted online (please see Facebook page).</p>

Priority Seven: Leadership and Management

<p>To further establish and build on an effective leadership and staffing structure by extending the roles of aspiring middle and senior leaders.</p>		<p>National Support School designated by</p>  <p>National College for Teaching & Leadership</p> <p>National Leader in Education designated by</p>  <p>National College for Teaching & Leadership</p>
<p>To identify aspiring middle leaders and encourage them to attend recognised national accreditations.</p>		<p>During 2017-18 the following accreditations were achieved:</p>
<p>To provide CPD for aspiring senior leaders and provide them with the opportunity to participate in a national accreditation.</p>		<p>ECS became a National Support School Aaron Meredith was awarded National Leader in Education Featured in top The Times, 1000 schools 2017-18 Winner of Education Business Award for Outstanding Progress Winner of Education Business Award for SEN Inclusion Award Alison McKenzie (AHT) was awarded NPQSL</p>
<p>To use newly designed assessment tracking grid as part of the pre-existing robust performance management procedure.</p>		<p>Charlotte Parry (AHT), Tim Jeffery (Maths Leader), Sally Riseborough (SENCo) and Olivia Bartlett (Pupil Premium Champion) were designated as SLEs Olivia Bartlett was awarded NPQML Paddy Kumar successfully completed the Aspiring Middle Leaders Qualification with Dartmoor Teaching School Alliance.</p>



"You and other leaders monitor the quality of provision systematically, providing ongoing developmental feedback and guidance. Ensuring consistently good teaching has been, and continues to be, a key priority for you. Observations of teaching and scrutiny of pupils' books have allowed leaders to identify and share good practice as well as to address any weaker elements."
(Ofsted report 2018)

Priority Eight: Governance

To fill any vacancies at all levels of the Governing Body.		The vacancies on the board allocated for any schools joining the trust obviously remain unfilled; however, the current board continue to develop and ensure the highest possible standards for the children, staff and community of Ernesettle. To enable trust/board growth and succession planning we are currently recruiting through Inspiring Governance and Academy Ambassadors. Chair of Governors has written to Royal Navy base, Headteacher has approached local legal firms to attract trustees.
To develop and refine the newly introduced Trustee/LAB Handbooks to ensure they represent the programme of the events/management plan.		<i>"Governors are supportive of your work. They have a good knowledge and understanding of the school, the community and the challenges you face. They ask useful and important questions to ensure that leaders focus on the right things to continue to improve the school. Governors use their own knowledge and skills to support you to continue to raise standards and carry out a range of tasks in school, including working with leaders to review pupils' work."</i>
To develop the Link Governor role for the key aspects educationally, pastorally and to ensure compliance across the school		<i>(Ofsted report 2018)</i>
To work with our Admissions Authority (Plymouth LA) to consult on the Admissions Policy for 2019/20 to streamline the Nursery to Primary school application process.		Achieved. See Admissions Policy.
To ascertain if the MDIF grant application is a viable option for the trust to apply for to grow capacity to enable trust growth.		Grant applied for but unfortunately unsuccessful due to schools not being available to join trust. However, many of the MDIF objectives (SLEs, school to school support) have been achieved with making cost savings elsewhere and identifying all financial efficiencies possible. Board will consider further applications in the future if other schools are in the pipeline for trust expansion.

Priority Nine: Reception

See EYFS action plan

Priority Ten: Nursery

See EYFS action plan