



Aboyme Lodge School

School Development Plan

2017-2018

*This plan was created in consultation with the following stakeholders; pupils, parents, teachers, teaching assistants,
and school governors*

SCHOOL DEVELOPMENT PLAN PROCESS

The one year School Development Plan governs the school's direction for the academic year and sets out our strategic aims, priorities and actions. It is framed by a four year overview plan that outlines curriculum review and major plans for buildings and grounds.

The SDP is a statement of intent and the school will always respond to changes of circumstance which might, during the year, alter our ability to carry through an element of the plan or, indeed, our wish to do so. The plan is not set in concrete. Changes, omissions and additions are addressed within the evaluation process and the progress of one year's SDP will inform plans for the following year.

Additional opportunities for decision-makers at Aboyne Lodge to address issues relevant to effective school improvement planning arose from:

- regular meetings between Head and Chair of Governors
- termly Governor Committee meetings
 - a) School Improvement cttee
 - b) Resources cttee
- twice termly business meetings of the Governing body
- weekly staff meetings
- regular Senior Leadership team meetings
- regular meetings, Head and SENCO
- Performance Management of staff
- meetings of Teaching Assistants and member of SLT
- half termly meetings of Midday Supervisory Assistants and member of SLT
- staff training days and course feedback
- local Head teacher Consortium meetings
- regular dialogue between the school and HfL advisory staff and specialists
- regular dialogue with other agencies (e.g. Educational Welfare Service, Educational Psychology Service, School's Health Service etc. etc.)
- regular School Council Meetings
- Pupil and parental feedback

ABOYNE LODGE SCHOOL APPROVED BUDGET 2016-17

CFR	BUDGET HEADINGS	APPROVED BUDGET
	EXPENDITURE	£
E01	Teaching Staff	486229
E02	Supply Staff	10000
E03	Education Support Staff	170374
E04	Premises Staff	25559
E05	Admin and Clerical	28347
E07	Cost of Other Staff	13365
E08	Indirect Employee expenses	9157
E09	Staff Development and Training	1355
E10	Supply Teacher Insurance	11455
E11	Staff Related Insurance	1400
E12	Building Maintenance and Improvements	17000
E13	Grounds Maintenance and Improvements	1960
E14	Cleaning and Care taking	11285
E15	Water And Sewage	2500
E16	Energy (Electricity and Gas)	19500
E17	Rates	15412
E18	Other Premises Costs	4382
E19	Learning Resources (not ICT)	12912
E20	Learning Resources ICT	8643
E22	Administrative Supplies	3210
E23	Other Insurance Premiums	5419
E25	Catering supplies	4825
E26	Agency Supply	0
E27	Professional Services – Curriculum	17897
E28	Professional Services – Other	9408
	TOTAL EXPENDITURE	898150
	INCOME	
I01	Funds delegated by LEA	860336
I03	SEN funding	2383
I04	Ethnic Minority Funding	0
I05	Pupil premium	16142
I08	Local Income	20220
I13	Other Income	9000
I14		0
CI01	Devolved Capital	6516
	TOTAL INCOME	911284

VISION STATEMENT

The children are at the centre of everything that we do and as a learning community, we continuously challenge ourselves to achieve the highest standards. Aboyne Lodge is committed to ensuring equality of opportunity in the development of all staff and pupils.

THE AIMS OF ABOYNE LODGE SCHOOL

Proud of Ourselves, Proud of Others, Proud of our School

At Aboyne Lodge we aim to help everyone achieve their best and succeed by:-

- Providing an environment to enable all children to feel important, happy, safe and secure; to feel proud of themselves and their peers.
- Providing a broad, balanced, challenging, stimulating and creative curriculum which meets individual needs.
- Building self-confidence, self esteem and independence by celebrating success.
- Encouraging a caring attitude which respects the beliefs and opinions of all within the school community, and ensures equal opportunity.
- Promoting active, positive partnerships with parents and governors, whilst developing friendly links with the wider community.
- Promoting staff expertise and empowering everyone to share and deliver innovative, creative and high quality teaching.
- Nurturing curiosity, a questioning attitude and a love of life long learning.
- Promoting a positive attitude to healthy eating and lifestyle.
- Building a truly inclusive school, which caters for all children whatever their race, creed, culture and academic ability; enabling everyone to achieve their best in all areas of the curriculum and school life.

These aims will be achieved through teamwork and an active partnership between school, home, governors and the wider community.

CHARACTERISTICS OF OUR SCHOOL

1. Aboyne Lodge was judged to be good at the last Ofsted inspection (December 2014). The staff are hardworking, skilful, supportive and keen to try new initiatives. Teaching assistants work in equal partnership.
2. The school was built in 1950, originally as a 2 form entry Infant school, an additional classroom and the nursery unit was built in the 1970s and a further classroom added in Autumn 2007. Over the last 10 years the school has been increasingly oversubscribed and is now drawing from a more contracted area.
3. We are a one form entry school with a nursery. There are currently 233 children on roll (Sep 2106)
4. 2 pupils have an EHCP, and 20 children receive SEN support. This makes 9% of the school population
5. 28% of pupils are from minority ethnic groups. The percentage of free school meals is well below the national average
6. Parental involvement and partnership is good. The school has a very active and supportive Parent Association (ALSA). This forms an integral part of school life.
7. Work of the school is strengthened by an active and effective governing body, which both challenges and supports school management.
8. There is a strong ethos permeating the school that is built on a commitment to moving forward as a team. All staff are committed to the highest possible standards, whilst ensuring that achievement, good behaviour, self esteem and a stimulating environment are all valued. Visitors to the school comment on this ethos, on the pride the pupils take in their school and on the purposeful atmosphere that pervades the whole school.
9. The school is reflective and evolutionary; it is inclusive, challenging and pupil centred, rigorous and open to change as long as it is change that will benefit the children.
10. The school had achieved the Inclusion Quality Mark (2016) and HQS (2014) we have also been awarded the School Games Mark (Bronze award 2016) and are currently working towards the Arts Mark. We promote healthy living – healthy snacks, water access policy, travel plan, use of the local park etc.
11. We celebrate success at every opportunity, using stickers, praise postcards, Head teacher Awards, and through all school assemblies. We have restructures our award systems in line with our Growth Mindset policies.
12. The behaviour of children both in school and on the playground is excellent. Children are encouraged to take responsibility for their own behaviour. Peer mediators and Playground Leaders contribute to this excellent behaviour at playtimes.

Forward plan 2016- 2019

Curriculum Review

Year	Prioritise	consolidate
2016 - 17	<ul style="list-style-type: none">• Wellbeing• Arts mark• The learning environment	<ul style="list-style-type: none">• Growth mindset• Inclusion and Arts marks• Sustainability
2017 - 18	<ul style="list-style-type: none">• The Aboyne curriculum• Maths mastery• Wellbeing/behaviour	<ul style="list-style-type: none">• Wellbeing• Artsmark• The learning environment
2018 - 19	<ul style="list-style-type: none">• Cross curricular links• science	<ul style="list-style-type: none">• The Aboyne curriculum• Maths mastery• Wellbeing/behaviour

THREE YEAR PLAN 2017 – 20

Buildings and grounds

Year	Activity	Cost	Funding source
2017 -18	Redecorate KS2 classrooms	£3000	SBS
2018 - 19	Redecorate/ refurbish toilet areas	£5000	SBS/capital

This plan will also be affected by the timing of pending government grant to replace roof and windows and making good afterwards.

KEY PRIORITIES FOR 2017-18

Key Priority 1 – To develop and embed the Aboyne Curriculum

Key Priority 2 –To develop maths mastery across the school

Key Priority 3 – To continue to develop the well being of staff and pupils, particularly looking at expectations of behaviour

Key Priority 1 – To develop and embed the Aboyne Curriculum

Why? When the New Curriculum was introduced in 2014 schools were asked to ensure that they were teaching a curriculum which included the NC but was tailored to the specific needs of their own children. Three years on, it is time to revisit that, and ensure we have it in place and that it is still relevant and appropriate.

Main tasks	Success Criteria	Who	Time scale	Finance
Revisit the principles of the New Curriculum as introduced in 2014	Staff understand that the NC is only part of the school curriculum, and begin to consider how to ensure that Aboyne Lodge is offering a broad and balanced curriculum based on what our children need more of ("drivers").	Inset led by representative of Chris Quigley.	November 2017	£1000 inc supply costs.
Staff revisit the drivers identified in 2014	Staff are confident that the correct drivers have been chosen (and why). Teachers consider how we are making them visible across the curriculum	Inset for all staff, governors also invited.	Spring term 2018	n/a
Revisit the foundation subjects: review and adapt planning	Planning shows that opportunities for cross curricular work are in place. Planning shows that teachers are using a mastery approach to learning. Teachers are planning for challenge in FS and books show evidence of this.	Curriculum teams	Spring term 2017	n/a

Key Priority 2 –To develop maths mastery across the school

Why? The school have increasingly moved towards a maths mastery approach in recent years and feel it is now time to embrace the philosophy fully, and to adopt the HfL planning materials in support of this.

Main tasks	Success criteria	who	Time scale	finance
Training for teachers on the principles of a mastery approach	<ul style="list-style-type: none"> Teachers are aware of good practice and are able to identify features of it in their current work and areas for development 	DG	September 2017	n/a
Training for teachers on HfL maths planning	<ul style="list-style-type: none"> Develop a consistent approach to planning in maths across the school , which embeds the mastery approach Teachers are confidently using the HfL maths plans 	Maths SL, Y1, Y3 and Y5 teachers attend central inset Maths TLA delivers inset to all teaching staff in school	Autumn term	£1800
Training for teachers on planning for fluency	<ul style="list-style-type: none"> Children show increasing levels of fluency and better recall skills in maths 	DG	Autumn term	n/a

In class support/inset from TLA	Further dissemination of good practice	Maths TLA	Autumn/Spring	See above
Restock resources	Appropriate resources available as required	DG	Autumn term	£200

Key Priority 3 – To continue to develop the well being of staff and pupils, particularly looking at expectations of behaviour

Why? Developing an ethos of positive behaviour in the classroom is fundamental to maximising pupil performance, minimising disruptive behaviour and nurturing positive relationships.

Main tasks	Success criteria	Who	Time scale	finance
Ensure pupils are aware of their behaviour as it affects others' rights and take ownership of that behaviour	<ul style="list-style-type: none"> • Staff and pupils clear about the fundamental rights of a classroom • Teachers and pupils together have established a behaviour plan based on common understanding of rights • Rules are few, simple and wherever possible positive. They are taught, encouraged and enforced. 	Inset sessions from AA/RC/DG	Autumn and Spring terms	n/a
Staff are aware of the importance of positive corrective language	There is a shift from behaviour management to active promotion of learning behaviours	All staff	ongoing	

Support staff are aware of the good practice	Key TA and MSAs have attended central training and disseminated to colleagues. Dining hall and playground are calmer and incidents of poor behaviour reduced.	LHK, K-J H, JT	Autumn term	Training budget
All colleagues share good practice and come towards a common understanding. Whole school protocols and expectations articulated.	Whole school behaviour policy agreed and shared.	HP/RC together with School Council		

Literacy Team School Development Plan 2017-18 (£200)

Targets	Action	Responsibility	Timeframe	Finance	Success Criteria
Improve spelling across the school – 1 Common exception words	All chdn to have timetabled activities to support learning of age-related common exception words (preferably in guided reading carousel) – as developed by NN	AH/NN to share in INSET; teachers to instruct TAs to set up; source adult help to test and move chdn on.	Autumn 2	-	Higher proportion of chdn meet age related expectations for common exception words by end of the year.
Improve spelling across the school – 2 Updated spelling curriculum 2017	Check that the statutory requirements are being taught across double year groups.	Team	Spring 1	-	Staff using updated spelling lists and curriculum; chdn knowing the rules and guidance for spelling
Improve SPaG across the school	Termly SPaG assessments	AH to source tests, teachers to administer	Termly (end of)	-	Identifies gaps in topic knowledge and aids targeting of focus groups
Provide staff with a broad variety of SPaG resources	Reviewing resources available and sharing with staff	Team & staff to utilise	All year	??	Staff have a better access to engaging resources for teaching the subject; chdn develop a better knowledge, earlier in the school.
Develop lists of core non-negotiable SPaG skills/targets to be learnt by end of the year group.	Decide what these are and create year group display materials for classroom walls and literacy books (book labels!).	AH & team	Autumn	-	Chdn will know what is expected and will not be playing catch-up at later years.
SPaG terminology	Chdn are introduced to the proper terms for grammar (e.g.	All staff	Ongoing	-	Chdn will be familiar with the proper terms for grammar they should be

	adjective v 'describing words') as soon as its taught to them and are required to use that terminology themselves				using. This will give them confidence when using these terms in end of key stage tests.
Adopt school-wide punctuation system (e.g. Kung Fu punctuation)	Research potential programmes. Introduce/train all staff – agree actions/sounds. Introduce to chdn, ensuring all classes are using the same.	Literacy team, then all staff in INSET	Autumn	(You tube)	Improvement in punctuation assessments
Support Y6 staff in implementing ITAF targets	Y6 teacher/Lit manager & with assessment co-ordinator forming yearly plan.	AF/RJ & AH/HP	On going	-	Increase in % chdn meeting 'expected standard'
All staff to agree how children are moved through book bands	Audit (linked with above)	Led by NN with all staff at INSET (link with below)	Autumn/Spring	-	Chdn are reading the right level for their ability and are progressing forward

Targets	Action	Responsibility	Timeframe	Finance	Success Criteria
Humanities: Implementation of the new RE curriculum	Sharing planning & resources; feeding back from cluster group planning sessions; supporting staff	RL (and team)	Ongoing	-	All staff using the same, new curriculum; staff feeling confident in its use; chdn develop a broader knowledge of world religions

Literacy Team

In – class support will take place during the Summer Term for Literacy, this may take a variety of forms e.g. Lesson study, Team Teaching, Pupil Interviews in class. This activity will be carried out by the Literacy co-ordinator.

<u>Term</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Subject</u>	RE	Literacy	Literacy	RE	History	Literacy
<u>Activity</u>	Implementing new RE curriculum	Audit lit plans to check coverage of SPaG & statutory spelling skills from edited spelling curriculum	Planning/book-look – spelling focus	Planning/book look to understand how the new curriculum is being implemented. Staff Q're	Planning/book-look – skills based	Data

It is necessary for **any subject leader** to visit classrooms to gather information about their subject throughout the academic year.

Mathematics team School development plan 2017-18

Main tasks	Success Criteria	Who	Time scale	Finance	Review June18
Mathematics					
See School Development Plan					

Computing/E safety					
To survey staff on suitability of Herts scheme of work	<ul style="list-style-type: none"> • Staff questionnaire/ survey 	MG	Autumn 17	N/A	
To continue to raise awareness of E safety with all parents	<ul style="list-style-type: none"> • Send e safety news letters to parents x1 per term • Take part in National safer internet day 6th Feb 2018 • Make sure there is a section on the website re: e safety 	MA KS SLT	June 2018	N/A	

PE					
To train staff in dance warm ups and lesson ideas (assuming sports funding is increased)	<ul style="list-style-type: none"> • Contact sports partnership • evidence on planning • evident in dance week 	JS/AL JW	Summer 18	PE budget	
Buying in specialist coaches (assuming sports funding is increased) in a range of sports to enrich our provision and up skill staff	<ul style="list-style-type: none"> • teachers more confident • children have experienced a range of 	KS	Summer 18	PE Budget	

Music					
To refurbish music corner (ALSA funded)	<ul style="list-style-type: none"> • new instruments • possible instrument trolleys to replace shelving • Move instruments to music room • Area tidied up • New displays 	ALSA KS staff	Summer 18	ALSA	
To invest in new assembly music (ALSA funded)	<ul style="list-style-type: none"> • Greater variety of songs in assemblies 	ALSA KS	Spring 18	ALSA	

Numeracy Team – monitoring yearly overview

<u>Term</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject	Numeracy	PE	ICT	Music	ICT	PE
Activity	Feedback from new planning and courses	Pupil voice with sports council	Pupil voice E safety	Teacher confidence questionnaire	Pupil voice e safety	PE dance observations

- X6 curriculum team meetings per year and 1 extra school development plan meeting in summer 2

Science Team School Development Plan 2017 – 2018

Main tasks	Success Criteria	Who	Time scale	Finance
Science				
To audit and update resources	Replace and update consumables	Science Team	Autumn term	£100 approx.
To develop the assessment of science	INSET look at assessment tools	AJ	Spring	
	Staff to carry out half termly activities and use the data gathered to inform termly assessment	All Staff	Throughout the year	
	Remind staff of other assessment books already purchased	AJ		
To develop children's evaluating skills across KS1 and KS2	INSET	AJ	Spring	
To support LA children	Provide ideas and resources for CTs	AJ	Autumn	£50 approx.

PSHE				
To purchase and implement new scheme	Staff trial sample lessons Feedback from staff	All Staff	Autumn	£3,000
	Apply for funding with ALSA	AJ	Autumn	
To develop mindfulness across the school	Evaluate success of last year's work on mindfulness in KS2	KS2 staff meeting	Autumn	£30 (if new scheme is not purchased)
	Introduce Mindfulness to KS1, either through the new			

	scheme or through 'Sitting Still like a Frog'			
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Art				
To write and submit the Arts Mark case study	Attend a course that gives ideas for writing a case study	AJ	Autumn	
	Write and submit the case study	AJ	Autumn/Spring	

MFL				
To update membership of Language Angels		Helen - Nursery	Autumn	£190?

Science Team – monitoring yearly overview

<u>Term</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Subject</u>	All	Art	PSHE	French	Science	D&T
<u>Activity</u>	SDP	Review Arts Mark and begin to write the case study	Work Scrutiny	Pupil interviews	Monitor Planning (focus – children evaluating) or work scrutiny	Work scrutiny

GOVERNING BODY KEY PRIORITIES

In the academic year 2017/18 the governing body will have the following priorities in line with the School Development Plan:

1. Well being is key to a happy staff and therefore a happy school. Aboyne have already completed a three year programme aimed at well being and mindfulness of children and staff alike. Aboyne governors will support the work that is being continued at Aboyne to create the best possible environment for everyone involved. As a part of our work on well being as a body we will also endeavour to improve communication both internally and externally to involve and support our various audiences.
2. Resources committee are fully engaged to support the priority buildings refurbishment.
3. School Improvement committee are primed to support Aboyne curriculum ensuring that in addition to the National curriculum Aboyne students received the very best, well rounded and stimulating education.

