



School Development Plan

Our Vision

Inspiring curiosity, achieving excellence

Our Aims

We aim to provide:

A community where every child is valued as an individual.

An environment where children see learning as an adventure.

An ethos that allows children to develop curiosity, resilience and independence.

A curriculum which is inspiring, challenging and creative.

A school where we all strive for excellence.

<p style="text-align: center;">Our School Core Values</p> <ul style="list-style-type: none">• Honesty• Resilience• Kindness• Respect• Friendship• Responsibility	<p style="text-align: center;">Our School Rules</p> <ul style="list-style-type: none">• Be ready• Be Safe• Be respectful
<p style="text-align: center;">Our Curriculum Learning Characters</p> <ul style="list-style-type: none">• Resilient Robin• Marvellous Mole• Helping Hedgehog• Finding Out Fox• Skilful Squirrel• Problem Solving Percy	<p style="text-align: center;">Our Curriculum Drivers</p> <p>Myself</p> <p>My World</p> <p>My Future</p>

Key priorities for this year

Priority 1: Reading and Phonics development

Led by: Sarah Titley

Governor link: Sadie O'Hara

	Actions to be taken to achieve priority	Milestones towards achieving priority	Success criteria - what is the intended change?	Governor monitoring (who / when / how)
	<p>Embed teaching phonics scheme to ensure that consistency and fidelity to the scheme is apparent in all year groups.</p> <p>Phonics catch up interventions provided for the lowest 20% of children.</p> <p>Review and improve intervention (use of SSP) for children in Y2 who did not pass screening in Y2.</p> <p>Review 1:1 reading systems are in place consistently along with effective record keeping to inform assessments.</p>	<p>End T1 all year groups teaching using the scheme and teachers are confident to use the resources and the planning (<i>teacher conferencing / phonics learning walk</i>)</p> <p>T1 provision maps in place in all year groups demonstrating provision for phonics / reading catch up (<i>provision maps</i>)</p> <p>End T3 children are positive about their phonics experience (<i>pupil conferencing</i>).</p> <p>End T3 – phonics / reading assessments show good progress and attainment in all year groups (<i>data analysis and resulting actions</i>).</p> <p>End T4 – all children discussed in SEN/PP/Lowest 20% Pupil Progress meetings – progress / attainment tracked and any other qualitative info (<i>pupil progress notes and actions</i>).</p>	<p>Phonics scheme embedded successfully and consistently across all classes in school.</p> <p>Teachers teach using the scheme however use their professional judgement to adapt and respond to the varying needs of children in phonics session.</p> <p>At least 80% of Y1 children pass phonics screening assessment.</p> <p>At least 80% of children to pass the retake in Y2.</p> <p>At least 75% of children achieve expected or</p>	<p>Participate in the ELS visit day (18th Nov) and then reading report and asking questions based on the report (CSI committee 29th Nov).</p> <p>Phonics update for governors to 7th February (Governors).</p> <p>Full data report 7th March (Governors).</p> <p>Governor responsible for English to meet with English leader in Term 5.</p>

	Strengthen engagement with parents / carers with the aim of increasing the amount of home reading that happens.	End June – final data submission (<i>data analysis</i>)	higher in word reading at the end of Reception	
--	---	---	--	--



Priority 2: Enhance pupil achievement and assessment

Led by: Jodie Tumelty / Sarah Titley / Becky Grundy

Governor link:

	Actions to be taken to achieve priority	Milestones towards achieving the priority	Success criteria – what is the intended change?	Governor monitoring (who / when / how)
	<p>Research methods to track the assessment and progress of children within the wider curriculum subjects more effectively.</p> <p>Interventions for children who are exceeding / GD in place to secure these judgements.</p> <p>Lowest 20% children included within the inclusion progress meetings to track their progress / attainment and barriers to learning through the year.</p>	<p>All teaching staff to have a knowledge retrieval objective as their PM target (<i>PM forms</i>).</p> <p>T5 knowledge retrieval strategies being used effectively to support children to know more, remember more and do more (<i>learning walks</i>).</p> <p>T1 provision maps in place to identify the provision to support the lowest 20% and the GD children (<i>provision maps</i>).</p> <p>T3 Numicon intervention in place in Y1 and Y2 (<i>provision maps</i>).</p>	<p>Children’s attainment and progress is assessed and monitored effectively within the wider curriculum subjects.</p> <p>Subject leaders have a good knowledge of the assessment data for their subjects.</p> <p>At least 20% of the children in school achieve exceeding /GD in reading, writing and maths.</p>	<p>11TH January – Governor monitoring on writing including assessment. See visit note.</p> <p>SEN / PP governor to meet with SENCO to discuss interventions and provision for children in Term 4.</p> <p>Full data report 7th March (Governors).</p>

	<p>Ensure lowest 20% of children receive appropriate support / intervention.</p> <p>Implement a maths intervention for KS1.</p>	<p>T4 impact of Numicon intervention monitored (<i>Pupil and staff conferencing – SENCO</i>)</p> <p>End T3 data submitted and analysed to track attainment and progress towards the identified success criteria (<i>data analysis</i>).</p> <p>End June – final data submission (<i>data analysis</i>)</p>	<p>The lowest 20%, SEN and PP children receive targeted interventions which make a positive impact on the progress they make.</p>	
--	---	--	---	--

Priority 3: Development of subject leadership / curriculum development including parental engagement.

Led by: Jodie Tumelty & subject leaders

Governor link:

	Actions to be taken to achieve priority	Milestones towards achieving the priority	Success criteria – what is the intended change?	Governor monitoring (who / when / how)
	<p>Review and relaunch our curriculum learning characters. Teachers to include these in planning and children to be consistently rewarded as demonstrating these core skills in the curriculum.</p> <p>Develop learning character passports to promote life skills / cultural capital at home and at school.</p>	<p>T1 relaunch character with teachers, children and parents.</p> <p>T4 learning character passports launched with families.</p> <p>T1 subject monitoring timetable in place. All subject leaders aware and begin monitoring, keeping evidence of the monitoring.</p> <p>T2 - Research into knowledge retrieval strategies during.</p>	<p>Learning characters are used consistently and effectively within all year groups to teach children the successful learning skills and to reward them for positive learning behaviour.</p> <p>Subject leaders have an in depth working knowledge of their subject developed</p>	<p>Parent governor – conferencing with parents following Stay and Count in Term 4.</p> <p>Maths governors attend a Y1 or Y2 stay and count session.</p> <p>Report with results of parent survey taken to FGB 7.2.23.</p>

	<p>Subject leaders to monitor subject through pupil voice, lesson drop ins, learning walks, work scrutiny, planning monitoring & moderation meetings.</p> <p>All teachers to complete subject knowledge audits so gaps can be identified and a CPD plan made to address any gaps.</p> <p>Review mechanisms to assess core knowledge / learning over time.</p> <p>Hold parent information evenings about key subjects to explain content, lessons, and home support.</p> <p>Relaunch Stay and... sessions to encourage a higher number of parents / carers to attend.</p> <p>Arrange celebration of learning, invite families in to see whole school learning.</p>	<p>T3 begin to implement knowledge retrieval strategies in wider curriculum subjects in all classes.</p> <p>T1 reading / phonics parent meeting</p> <p>T2 ESafety parent training</p> <p>T1 onwards – all stay sessions planned and communicated in advance to parents / carers. One stay session in each term.</p>	<p>through subject monitoring.</p> <p>Teacher's subject knowledge has been audited and CPD is used to address any gaps.</p> <p>Children learn effectively, and are able to remember what they have learned over time (knowing more, remembering more) – this is easily evidenced by subject leaders.</p> <p>Parents / carers are invited to curriculum information events to give them a wider knowledge of how to support their children. Stay and... events are well attended by parents / carers.</p> <p>Celebration of learning events are held throughout the year and are well attended to celebrate the children's achievements.</p>	<p>Governors to arrange a visit with at least 1 of their linked subject leads to look at subject documentation.</p> <p>SLT report on knowledge retention strategies in governors meetings.</p>
--	---	---	---	--

Priority 4: EYFS: Improve GLD to ensure 75% of the cohort achieve GLD.

Led by: Rebecca Grundy

Governor link:

	Actions to be taken to achieve priority	Milestones towards achieving the priority	Success criteria - what is the intended change?	Governor monitoring (who / when / how)
	<p>Analysis of baseline data used to provide interventions for children including running teacher led interventions.</p> <p>Additional data point in May to highlight children who may need additional support to achieve – discussions with parents held as appropriate.</p> <p>Collection of regular evidence for writing / maths to aid assessment and moderation.</p> <p>Listen to every child read 1:1 once a week (once appropriate) and keep effective records.</p> <p>Additional assessments used to inform judgements: Benchmarking, Vocabulary Screening.</p>	<p>T1 complete baseline for all Reception children (RBA and internal).</p> <p>T1 set up provision map using baseline data to plan interventions.</p> <p>End T1 - begin 1:1 reading with all children. Establish effective records.</p> <p>T1/2 use vocabulary screening with children causing concern.</p> <p>T3 – Maths moderation with hub schools</p> <p>End T3 – Data submission of children’s attainment and progress towards the targets for achievement. Analysis of data to identify children causing concern and review intervention / provision.</p> <p>T3/4 – Visits to other schools</p> <p>T6 moderation through the LA EYFS team and with other schools and Y1</p>	<p>Data is used effectively to track and monitor pupil progress, ensuring that pupils who need additional support receive targeted interventions.</p> <p>Evidence of learning supports teachers to make assessment judgements and identify next steps.</p> <p>Wider assessments are used effectively to support next steps in teaching and assessments.</p> <p>Assessment judgements are moderated with Y1 colleagues and with other schools to ensure they are accurate.</p>	<p>EYFS governor monitoring day 26th January.</p> <p>Data analysis report to Governors on 7th March.</p> <p>Data analysis report to Governors 11th July.</p>

	<p>Moderation with Y1 and other schools for EYFS.</p> <p>EYFS lead to visit other schools to see their curriculum in action.</p>		<p>At least 75% of children in Reception achieved GLD.</p>	
--	--	--	--	--