

School Development Plan

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The School Development Plan (SDP) explained

A high-quality SDP has the following benefits:

- It allows the whole school community to understand the school's vision
- It provides everyone with a clear understanding of the school's goals and how they will be achieved
- It contains timescales for implementation to ensure accountability
- It allows the school to determine how to effectively use resources to meet goals
- It helps the school to budget and determine spending priorities
- It clarifies the key priorities the school believes are the most important to address at this time

We constantly review everything we do based on assessments, observations, feedback and the needs of our pupils. These reviews help us to identify priorities and form the core of our SDP.

We believe it's important to allow everyone the chance to contribute ideas for school improvement. We ask parents, staff and pupils to share their ideas through questionnaires and via the school council.

Staff members play a key role in determining our priorities and ensuring their success. Staff development forms a large part of our school improvement process, with staff encouraged to undertake training throughout the year, both internally and externally, and INSET days are planned to enhance teaching and learning.

Priorities are aligned to the Ofsted framework, which ensures we focus on the most important priorities for total school improvement.

Once the SDP is agreed, we review it 3 times per year to ensure we are meeting expectations and are on course to deliver our promises.

Abbreviations used throughout the SDP

We have used abbreviations throughout the SDP. These are as follows:

HT: Headteacher (**Jodie Tumelty**)

DHT: Deputy headteacher (**Sarah Titley**)

SBM: School business manager (**Nicola Fineman**)

DSL: Designated safeguarding lead (**Jodie Tumelty**)

SENCO: Special educational needs co-ordinator (**Victoria Clark**)

SLT: Senior leadership team

GB: Governing board

SL: Subject leader

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.

Our School Core Values

- Honesty
- Resilience
- Kindness
- Respect
- Friendship
- Responsibility

Our School

Demographics

We are an infant school with a pupil count of 178 (correct September 2019). 7% of pupils are classed as 'disadvantaged' (16 pupils). 3 pupils on roll speak English as an additional language (EAL). 4% of pupils have SEND (8 pupils).

Ofsted

We were judged as 'good' by Ofsted in 2018. We are currently working hard to reach ensure all the requirements for the new framework are met in order to move towards being 'outstanding' in our next inspection.

Pupil outcomes

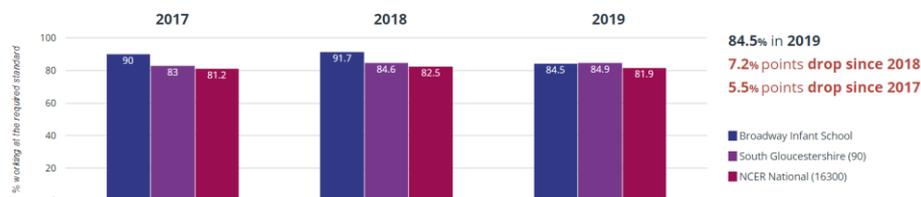
EYFS

★ Good Level Of Development



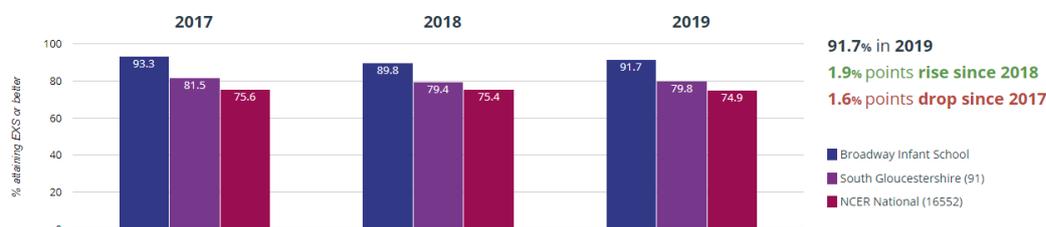
Year 1 Phonics

🗉 Year 1: Working At

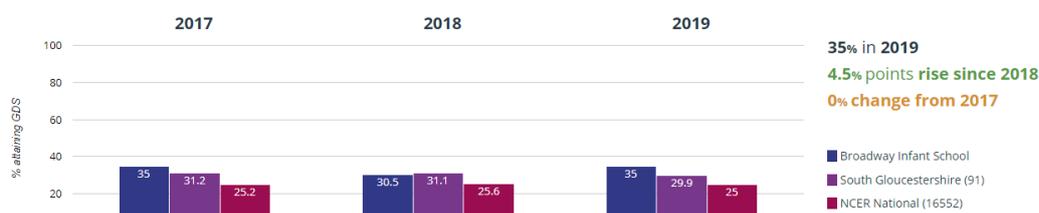


KS1 – Reading

📖 Reading - attaining EXS or better

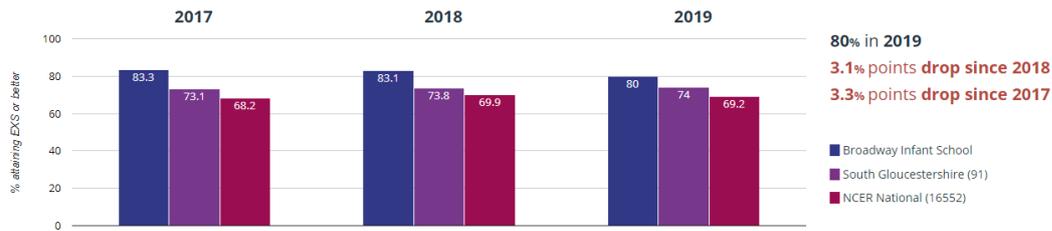


📖 Reading - attaining GDS

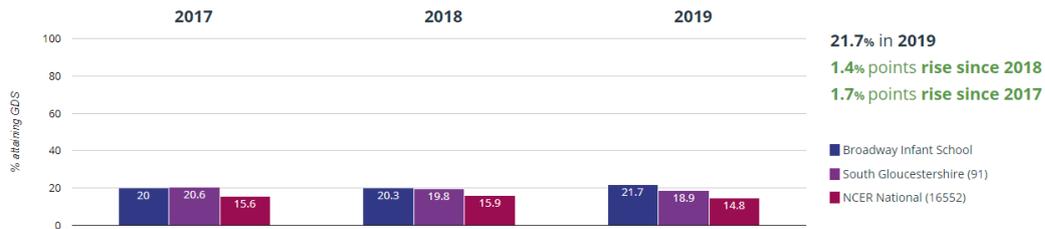


KS1 – Writing

✍ Writing - attaining EXS or better

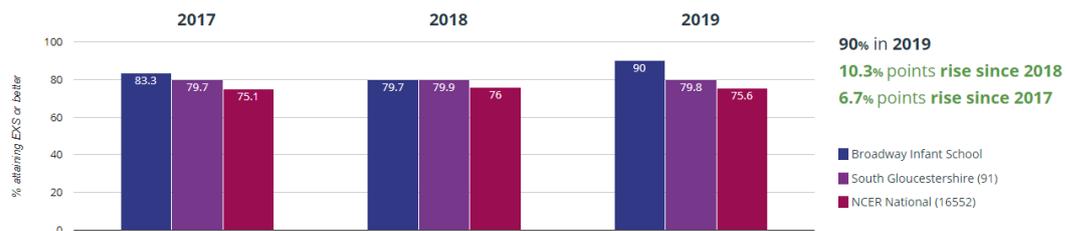


✍ Writing - attaining GDS

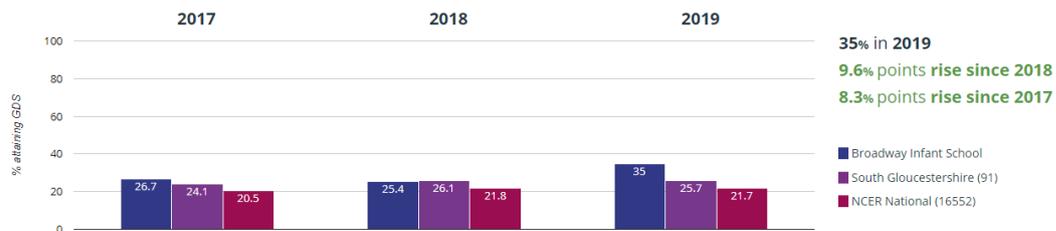


KS1 - Maths

⊕ Maths - attaining EXS or better

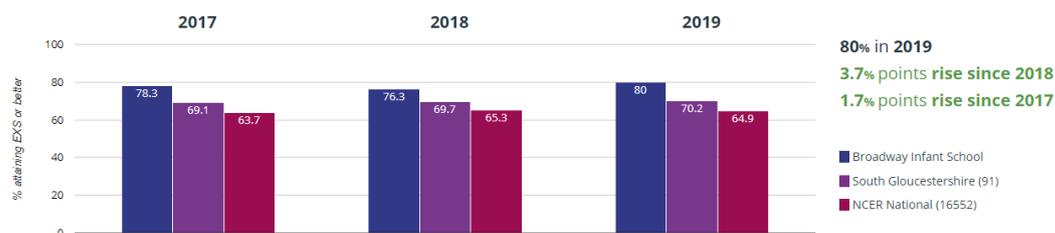


⊕ Maths - attaining GDS

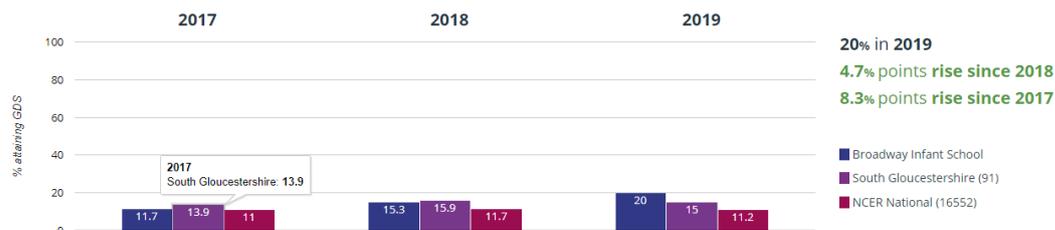


KS1 - Reading, Writing and Maths

RWM - attaining EXS or better



RWM - attaining GDS



Significant changes

This academic year brings a number of changes for the school. We have a new Headteacher who was the Deputy Head and SENCO so knows the school well despite being new to the HT role. The Deputy Head is also new, she is acting up for a year and this post will be advertised at the end of this academic year. We have two teachers who have returned to school on a part time basis following their maternity leave, previously they were both full time teachers. One of these teachers have taken on SENCO responsibility with the support of the HT. We have had one new teacher (NQT) join the school.

Key priorities for this year

Ofsted key judgement	Whole school objective	Priority developments / actions / questions to be considered	Success criteria
The quality of education	<p>For the curriculum provision to be broad and balanced with clear intent, implementation and impact on learning.</p> <p>Ensure that our curriculum is both inspiring, aspirational and personalised to the needs of our children and community.</p>	<ul style="list-style-type: none"> • Use a research driven approach to review and adapt our curriculum. (#challenge curriculum project) • Write and publish intent, implementation and impact statements. • Subject leaders to take part in the leadership training run by our Challenge Support Partner (Huw) • Map our curriculum, incorporating global themes and the National Curriculum • Ensure interventions delivered are research based and do not remove children for blocks of time from curriculum lessons. 	<ul style="list-style-type: none"> • Broadway delivers a curriculum that is personalised and designed specifically for our school. • All curriculum subjects and themes are clearly mapped throughout a child's education at Broadway, building on previous knowledge, skills and understanding. • Interventions are research based and are proven to raise standards. • Pupils' work across the curriculum is of good quality.
The quality of education	To extend children's understanding and use of vocabulary.	<ul style="list-style-type: none"> • Purchase the British Picture Vocabulary Scale. Plan and implement use across the school. • Identify children who need additional support with their vocabulary understanding. • Introduce word of the day in all year groups. • Whole school INSET training – Chris Quigley Vocabulary training. • All year groups to plan for and teach vocabulary explicitly within reading, writing and Maths lessons. 	<ul style="list-style-type: none"> • Children understand a range of subject specific vocabulary which supports them to achieve within curriculum subjects. • Vocabulary is explicitly taught and modelled throughout the school. • Scores of pupils who scored less than age related on the vocabulary scale have improved.

		<ul style="list-style-type: none"> English lead to attend – Integra, English specialist Vocabulary development training. 	
Behaviour and attitudes	Review and relaunch our behaviour management system	<ul style="list-style-type: none"> CPD – School to take part in the Better Behaviour project, leaders read – When Adults Change, Everything Changes. Use within staff meetings, provide training to all staff – teachers, TAs, lunch break supervisors, sports coaches and office staff of the new system. Collate and review all behaviour and reward systems used in school. Plan new systems, update policy and implement. Regular review of changes to behaviour policy. Feedback from pupils, staff and parents collected and fed in. 	<ul style="list-style-type: none"> Broadway has a positive and respectful school culture in which staff know and care about pupils. Broadway’s behaviour policy is clear and effective with clearly defined rewards and consequences that are applied consistently and fairly by all staff. There are expectations and clear routines high for the behaviour of pupils across all aspects of school life, not just in the classroom.
	Improve attendance data.	<ul style="list-style-type: none"> Review policy to ensure policy is in line with The Ridge. Celebrate weekly attendance of the classes that meet or exceed our attendance target of 97% Termly award for the class with the best attendance over the term, the winning class will get a reward. Teachers to remind children about the importance of coming to school every day and discuss attendance with their classes regularly. Attendance data and winners announced on Facebook and in the newsletter. 	<ul style="list-style-type: none"> Broadway’s attendance policy has clearly defined celebrations and consequences and is applied consistently with all families. 97% attendance target is achieved.

		<ul style="list-style-type: none"> • Whole school take part in E-Bug project to teach children about the importance of handwashing. 	
Leadership and Management	Develop subject leader accountability	<ul style="list-style-type: none"> • All subject leaders to devise an action plan that includes research to be undertaken (if appropriate) and maps out development of the subject – using the school development plan as a guide of priorities. • Clear progression of knowledge and skills mapped out for the subject. • All teachers to have the appropriate knowledge of the subjects taught – identify and plan for CPD needs. • SLT to ensure all subject leaders have the opportunity to undertake work sampling, lesson observations/learning walks and moderations both in school and with other schools in the locality. • Subject leaders to consider Ofsted ‘key questions’ when developing their knowledge of their subject throughout the school. 	<ul style="list-style-type: none"> • Subject action plans are effective in ensuring subject development so that a rich and balanced curriculum is provided at Broadway. • Knowledge and skills are planned out so children receive a spiral curriculum. • Subject leaders have an understanding and knowledge of their subject provision across the school.
Personal Development	Provide increased opportunities for pupils to contribute to their communities and become thoughtful and active citizens.	<ul style="list-style-type: none"> • Provide volunteering opportunities for children to take part in. • Teach children about sustainability and implement ways for our school to recycle more and save energy 	<ul style="list-style-type: none"> • Children are active members of the school and local community and have an understanding of the importance of helping others and the world around them.