



# School Development Plan

## September 2021-July 2022

*School Mission Statement:  
"Learning is the Key to Success"*

### Context of the School Development Plan (SDP):

Areas for development in this plan have been identified through:

- the school's own monitoring and data analysis
- governors' monitoring and evaluation of the previous year's work
- School Improvement Data and whole school data summary
- Statutory Assessment Tasks and Tests (SATs)
- Ofsted Section 5 inspection, June 2017

#### OfSTED Priority:

Sharpening the monitoring of teaching with a clearer focus on how effectively groups of pupils learn and make progress in lessons

#### OfSTED priority:

Extending the current opportunities that pupils have to apply their literacy and numeracy skills in other subjects and activities

Analysis of DfE documents and research strategies

e.g. The reading framework Teaching the foundations of literacy, EEF toolkit

### Organisation of the School Development Plan (SDP):

The Plan is organized under the Ofsted key headings of: -

- Summary of priorities
- Quality of Education (curriculum, reading, writing and maths)
- Behaviour and Attitudes
- Personal Development
- Early Years education
- Effectiveness of Leadership and Management

## Quality of Education

### **Priority 1.1: Ensure that the curriculum intent, implementation is embedded across the school**

**Lead: Mark Steventon & Ross Worthington**

1. To extend the current opportunities that pupils have to apply their literacy and numeracy skills in other subjects and activities. (Ofsted priority) CONT 21-22
2. To have a clear assessment system built around Rehearse, Revisit, Remember – allowing staff to understand year group expectations and what these look like. CONT 21-22
3. To strengthen subject leadership through monitoring of planning and lesson observations with member of SLT. For subject leaders to carry out a 'deep dive' into their subject (incl progression and retention of knowledge & skills CONT 21-22

### **Priority 1.2: Reading- improve progress and standards**

**Lead: Sarah Stokes & Clare Wilkinson**

4. To improve the teaching of fluency within phonics lessons.
5. To ensure lessons are planned to meet pupils' needs based on in-depth analysis. CONT 21-22
6. To improve the quality of story time sessions to promote the enjoyment of reading.
7. To review the content of class library to reflect research on effective classroom libraries.
8. To evaluate and improve the current use of Accelerated Reader in school.

### **Priority 1.3: Writing – improve progress and standards**

**Lead: Verity Graham**

9. To ensure writing skills are covered and taught in an appropriate/progressive order.
10. To improve writing outcomes through explicit teacher modelling.
11. To strengthen writing assessments through moderation, and to improve the writing assessment process to consider teacher workload.

### **Priority 1.4: Maths – improve progress and standards**

**Lead: Teri Gibbons**

12. Evaluate when to teach for Mastery. CONT 21-22
13. To improve fluency, particularly with times tables and no-counting. CONT 21-22
14. Teaching of maths is consistently good across school by planning lessons that meet the needs of pupils through in-depth analysis. CONT 21-22
15. To develop reasoning skills for all children. CONT 21-22

## Behaviour and Attitudes

### **Priority 2: Improve attendance, behaviour and attitudes for all pupils**

**Lead: Ross Worthington & Clare Wilkinson**

16. To improve attendance for pupils, particularly pupils who have random absences and reluctant attenders. CONT 21-22
17. BLP is embedded in the school
18. To link Growth Mindset and BLP to improve pupils' resilience, determination and attitudes to learning
19. To use restorative practice to help support pupils to improve their own behaviour
20. To have a strong nominated School Council, providing a voice for pupils in school.

## Personal Development

### **Priority 3: Ensure excellent provision for pupils' personal, social, health and emotional needs**

**Lead Emma Yates & Clare Wilkinson**

21. To support the wellbeing of all pupils in school and particularly those who need additional, specific strategies/intervention
22. Target pupils to attend clubs during lunchtime and after school (PP, SG, SEN). CONT 21-22
23. To monitor the quality and range of clubs on offer at lunchtime and after school. CONT 21-22

### Early Years education

**Priority 4: content of the EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively for all learners to progress**

**Lead: Daniel de Vine**

24. Staff to use language principles to develop children's vocabulary and communication skills.
25. Raise Attainment of DA youngsters, particularly boys
26. Make adjustments to the new curriculum to meet the new framework.

### Effectiveness of Leadership and Management

**Priority 5: OFSTED Priority: Improve the education and quality first teaching by sharpening the monitoring of teaching with a clearer focus on how effectively groups of pupils learn and make progress in lessons**

**Lead: Toni Beech and Ross Worthington**

27. To develop a robust assessment system which enables analysis of individuals and pupil groups. CONT 21-22
28. Raise Attainment of Disadvantaged Youngsters, particularly white British boys CONT 21-22 RADY approach
29. Develop consistently high quality first teaching and learning through using proven T&L strategies
30. Sharpen the monitoring of teaching with a clearer focus on how effectively groups of pupils learn and make progress (Ofsted priority)