



School Development Plan

Published Summary

School self-evaluation: summary

Strengths:

- Pupils, of all abilities, make good progress across the school from their individual starting points.
- Pupils' digital skills are developed particularly well, and pupils use these skills effectively across most areas of their learning.
- There is a strong emphasis on pupils' wellbeing which results in happy pupils who are excited to come to school and learn.
- Leaders have worked collaboratively with governors and parents to gain a deeper understanding of the four purposes and create and share a vision for their curriculum
- Pupils enjoy their lessons and demonstrate a positive attitudes to learning.
- There are a wide range of opportunities for pupils to contribute to school life though different pupil voice groups.
- Pupils report that they feel safe and happy at the school.
- The school has a number of active pupil voice groups. The pupils involved in these groups, including those disadvantaged by poverty, are beginning to take on leadership roles which influence the life of the school.
- There is a very strong professional relationship between pupils and staff.
- Lessons are well-planned and build sequentially on pupils' knowledge, skills and understanding.
- Staff take account of what pupils want to learn about and their interests influence school themes.
- The school has a caring and inclusive ethos.
- Governors have a good awareness of the school's work and support the school effectively.
- Early identification of low attainment in maths and literacy skills through assessments
- Use of the outdoors to develop thinking and problem solving skills
- Summative assessments identify pupils who are below in literacy and maths
- Highlighted children placed onto interventions to support their literacy and maths skills - phonic session, Literacy Launchpad, Language and Speech Links, Rapid Maths

Areas for development:

- Continue work with specialists from CSC for ongoing advice and support.
- Further develop editing skills in Year 2, progressing onto 'Feed forward marking'.
- Implement 'Empathy Lab'
- Assessment lead to continue to develop how assessment is going to look in our school in line with the new curriculum
- Develop our RVE and RSE curriculum
- To continue to work with all staff members to develop visions across all AoLE's.
- For AoLE Leads to take ownership of their AoLE, planning how this vision will be instilled throughout our school.

SCHOOL DEVELOPMENT PLAN EVALUATION 2021/22

Priority	Evaluation of progress
Continue to improve standards in maths by monitoring and evaluating the impact on standards in maths after implementation of White Rose Maths	<ul style="list-style-type: none"> • Maths data has improved significantly. • Staff are working on the Maths self evaluation to highlight any amendments to maths starting from next academic year. These findings will feed into next years SIP • Working with cluster schools, Central South Consortium to develop the teaching of WRM.
To continue to support the well being of pupils and their families	<ul style="list-style-type: none"> • The Behaviour Policy has been reviewed by all teaching staff and shared with all members of staff. It reflects changes to curriculum • Daily Mile has been introduced and all pupils are taking part. Staff report that pupils are more engaged and ready to learn after participation • All pupils have been identified for wellbeing sessions. In order to identify all pupils that needed wellbeing interventions class teams met and looked at the whole class to ensure no one 'slipped through the net'. Interventions are taking place regularly and the number of sessions each pupil requires is amended depending on their need. Staff report that in upper FP it is a beginning to make an impact which is having a positive affect on academic achievement as well as wellbeing.
To improve standards of writing using talk.	<ul style="list-style-type: none"> • Fortnightly 'Spine' poems have been introduced from Reception to Year 2, which has had a huge impact on developing children's oracy and descriptive writing skills. This has been observed and monitored during a book look and through our 'Proud to Share' assemblies. Spine poems will be introduced into the Nursery for September. • All classes plan weekly T4W sessions, this has already impacted oracy and writing in year 2.
To implement the WG ALN Bill	<ul style="list-style-type: none"> • Positive impact on the standards and the quality of provision, with little significant work to do to meet the requirements of ALN reform.
Develop leadership of staff in line with new roles and professional standards	<ul style="list-style-type: none"> • All staff have completed Performance Management. Whole school and pupil targets are linked to the SIP. Individual targets provide opportunities for professional development and enhance skills across the school. Performance Management meetings included questions checking on staff wellbeing. Staff reported the PM meetings were purposeful and provided meaningful opportunities for professional development • The impact of Covid-19 on staffing capacity and professional learning opportunities means many aspects addressed but still significant work to do in important areas.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2022/23

Priority	Key Actions	Support
1. Develop the use of numerical skills across the curriculum in line with the application of literacy & digital skills across the curriculum	<ul style="list-style-type: none"> Continue to map out WRM Louise Davies from CSC to lead a staff meeting LD to work with BW to lead whole school twilight session using manipulatives to support the teaching of numeracy Develop problem solving and reasoning skills Monitor and evaluate use of numerical skills across the curriculum 	<ul style="list-style-type: none"> Central South Consortium (CSC) AoLE network meetings. CSC professional learning programme.
2. Provide opportunities for pupils to consolidate their learning, influence how they learn and develop their ability to become independent learners, ensuring there are opportunities for stretch and challenge (PIAP)	<ul style="list-style-type: none"> SF to contact CSC to support with training needs CSC to deliver appropriate training Create Learning partners to support the development of pedagogical principles as identified through training provided 	<ul style="list-style-type: none"> Leaders attend appropriate network sessions to share practice. CSC
3. Continue to implement a curriculum that reflects the principles and culture of the C4W, promoting the introduction of RSE & RVE	<ul style="list-style-type: none"> Vision and policy for RSE developed and fully implemented. Create Learning Partners and evaluate teaching of RVE and amend as necessary Link RSE topics with RVE Big Questions Mapping out progression steps & What Matters Statements Evaluate the effectiveness of the teaching & learning of RS Develop staffs understanding of early childhood development and suitable pedagogies 	<ul style="list-style-type: none"> Professional learning for all staff and extended support Humanities & Health & Wellbeing Lead RSE/RVE lead to attend network meetings as appropriate.
4. Re-establish parental and community links, providing opportunities to share good practice and visits to school	<ul style="list-style-type: none"> Provide opportunities for existing parents to attend school Provide opportunities for prospective parents to attend school Build a community kitchen 	<ul style="list-style-type: none"> Grant funding
5. Focus professional learning for all staff on extending their range of	<ul style="list-style-type: none"> Contact CSC to support with training needs. 	<ul style="list-style-type: none"> CSC

teaching & learning pedagogies (PIAP).	<ul style="list-style-type: none"> • Develop staffs understanding of early childhood development and suitable pedagogies • AoLE leads attend cluster training • BW to attend Middle Leadership Course 	<ul style="list-style-type: none"> • National middle leadership programme. • 3-day coaching course for remainder of senior leadership team. •
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