



2022-2023

School

Development Plan

Executive Summary

Introduction

The School Development Plan is the document that drives the strategic work to develop and improve the school. The plan gives everyone in the school community a clear vision and sense of purpose for improving the school.

The School Development outlines how we seek to make real the vision that we have for our school. Below you can see our aims and values.

This paper presents the six key, “headline” targets agreed by governors, along with success criteria and key actions for each target. The key targets have been reached by gathering information from a variety of sources. These include external evaluations of our work by OFSTED and the Local Authority, alongside our own extensive and detailed self-evaluation processes – our data analysis, staff appraisal processes, lesson observations, pupil progress meetings, surveys of children, parents and staff. The targets draw on discussions governors have had in our various Full Governing Body and Committee meetings.

Our six key target areas are:

- 1) Reviewing our curriculum so that it reflects the values and diversity of the school and its community and meets the needs of our children
- 2) Those groups of children whose learning has been impacted by the pandemic are supported to make up for “lost learning”, in particular vulnerable children and children in Early Years and Key Stage One.
- 3) Building on the work so far to develop the oracy skills of children, and increasing the role of the pupil voice within the life of the school.
- 4) Upgrading and Reviewing our Assessment Systems
- 5) Reviewing and Developing our Behaviour Management Policy and Practice
- 6) Develop and implement plans for playground, roof terrace and library area

Overleaf you can find a brief summary of some of the key actions and success criteria relating to these target areas. Beneath this executive summary lie action plans for specific target areas, curriculum areas and other areas of the work of the school. These contain the detail of how we will work to achieve our key targets. There are development plans for other areas of the school’s work with actions that do not feature in our “headline” targets presented here. This is so that all of our leaders can plan their workload to fit into the school development cycle.

The targets and action plans give governors the opportunity to monitor and evaluate the work of the school to develop, improve and raise standards. We build into the action plans monitoring and evaluation activities – these activities will include the work of Governors through committees and link governor visits.

Strategic Target Areas and Key Actions – Summary

Target Area 1: Reviewing our curriculum so that it reflects the values and diversity of the school and its community and meets the needs of our children

Key actions

- 1) Develop a new curriculum “statement of intent”
- 2) Use the statement of intent as a rationale to shape all decisions about curriculum content and delivery
- 3) Review our curriculum frameworks and assessment statement banks to ensure they reflect the statement of intent
- 4) Review methods of curriculum organisation and delivery to ensure the revised curriculum is deliverable in the time available

Success criteria

- The curriculum reflects the cultural diversity of the school community.
- The curriculum is dynamic and motivating, reflecting the best practice that has been developed by the school over the past years.
- The curriculum reflects the needs of the children, supporting both their physical and mental well-being.
- All aspects of the planned curriculum are being taught across the school - the curriculum is manageable and deliverable for teachers.

Target Area 2: Those groups of children whose learning has been impacted by the pandemic are supported to make up for “lost learning”, in particular vulnerable children and children in Early Years and Key Stage One.

Key Actions

- 1) Continuing to make best use of additional funding, for example implementing the school-led tutoring programme, to maximise support and progress for vulnerable learners
- 2) Enhanced handover meetings for teachers as vulnerable learners move from one year group to the next, including use of SEND Strategy Sheets
- 3) Curriculum developments to support mental well-being within RHSE, alongside continued work to support mental health with the Mental Health Support Team and in-school mental health support
- 4) Problem-solving through “achievement team meetings”
- 5) Data analysis and Pupil Progress Meetings used to highlight those children whose progress has been impacted.

Success Criteria

- Data analysis shows that children across the school and in statutory assessments are progressing at least in line or better than children in those groups nationally
- Monitoring shows that maximum use is being made of all available services to support mental well-being of vulnerable children
- Proxy indicators for mental well-being such as school attendance are positive.

Target Area 3: Building on the work so far to develop the oracy skills of children, and increasing the role of the pupil voice within the life of the school.

Key actions:

- 1) Weekly ten minute oracy skill lessons are being delivered across the school
- 2) School council is up and running within the school and active in key decisions
- 3) Pupil focus groups are developed to support evaluation of the curriculum

Success Criteria

- Monitoring shows that oracy lessons are being delivered, guidelines are in place in all classrooms
- Pupil focus groups are up and running in most subjects, and the pupil focus group for oracy indicates that children feel they have been taught key oracy skills

- School council is in operation and has contributed to key decisions, e.g. around playground development

Target Area Four: Upgrading and Reviewing our Assessment Systems

Key Actions

- 1) Upgrade Target Tracker to Sonar
- 2) Train staff in use of Sonar for recording assessment information for their classes and data analysis
- 3) Review assessment systems for Foundation Subjects (Year Two of SDP)

Success Criteria

- Sonar has been introduced and staff report they are confident in its use
- Data analysis is quicker, more intuitive and so more impactful for processes such as pupil progress meetings
- Assessment systems for all subjects are fit for purpose, efficient and not bureaucratically burdensome so that they inform and support teaching

Target Area Five: Reviewing and Developing our Behaviour Management Policy and Practice

Key Actions:

- 1) Update training for all staff re STEPs
- 2) Reviewing the Behaviour Management Policy

Success Criteria

- All staff trained to use positive approaches to behaviour management and understand the key concepts of the STEPS therapeutic approach to behaviour management
- Appropriate children are supported by STEPs Risk Reduction Plans as required and this has a positive impact on their behaviour
- Key statistics, e.g. low numbers of fixed term exclusions, remain positive.

Target Area Six: Develop and implement plans for playground, roof terrace and library area

Key Actions:

- 1) Form working party of interested stakeholders
- 2) Consult on plans with children and staff regarding playground development ideas
- 3) Finalise and cost plans, including programme of implementation shaped by available funding

Success criteria:

- Roof terrace can operate flexibly as an outdoor classroom/learning space
- Library provides a comfortable, welcoming space for individuals and larger groups to enjoy reading
- All areas of the playground are utilised well
- Children's voice has been fully involved in key decisions