



School Development Plan

Strengths of the school – September 2020

- The intent of the curriculum is embedded securely and consistently across the school. Progression documents for each subject clearly set out the knowledge and skills that our children will develop over time.
- All teachers have a strong understanding of the intent of the curriculum. This enables them to plan a series of lessons which matches the aims of the curriculum. The lessons are often coherently planned and sequenced.
- Work across the curriculum, especially in art and science, is consistently of a high quality.
- The rich and varied curriculum has allowed children to build on their knowledge, skills and understanding over time.
- Teachers can identify misconceptions quickly. They give incisive feedback to make sure pupils continue to make good progress.
- Reading is a priority in the school. Children have regular opportunities to read during lessons and extra-curricular sessions. Reading books always closely match a child's phonics knowledge.
- There is a sharp focus on children passing the phonics screening in Year 1. In 2019, 92% of our children passed the test.
- The behaviour and attitudes of our children are outstanding. The children have excellent relationships with each other and the staff. They are respectful, polite and show good manners to others. 90% of our children attended the Always Green event in April 2020 compared with 74% in July 2015.
- The children enjoy school. They talk about learning lots in lessons and say that they are always challenged. They are always keen to do better and have responded well to the improvements in teaching in the classroom.

- Children work hard in lessons and they like to try out new ideas. Their attitude to learning is excellent and is a big factor in the progress they are making. There is also always an aura of calmness when you walk around the school.
- The children's spiritual, moral, social and cultural development is promoted exceptionally well through the curriculum and the experiences they are offered at the academy. Pupils understand how to respectfully live in a modern Britain.
- The children are keen to contribute to everyday school life. The Top Team helps the school day run smoothly while developing the skills of other children. The junior leadership team (JLT) also works hard to improve the standards of education in our school. The JLT also gives very useful feedback to help us make better decisions for the school.
- The school has worked hard to tackle discrimination and eradicate any forms of bullying. Children now say that bullying in school is rare. Our pupils feel very safe at school.
- We offer a wide range of extra-curricular activities that allow our children to develop their talents. 80% of our children attended at least one of these activities from September 2019 until March 2020.
- The senior leadership team (SLT) has secured a strong culture of learning across the school. The team sets extremely high standards and are unrelenting in their pursuit of an outstanding education for all the children in the school.
- The SLT has a steadfast focus on the quality of education across school. The team regularly checks the quality of education and follows up areas for improvement quickly. The SLT also gives teachers well-managed professional support and training. Teachers confirm that these have an extremely positive impact on their development.
- Our middle leaders, who are responsible for individual subjects, are highly effective. They understand the strengths of their subject and can identify areas for improvement before quickly acting on them.

Areas for development – September 2020

- To ensure that, in Key Stage 2, attainment and progress improve for all groups of children, particularly the most disadvantaged.
- To ensure that the whole-school attendance continues to improve so that it is at least in line with national figures.
- To continue to focus on our children’s spelling skills across the school.
- To make sure all our children have weekly Relationships and Health Education lessons. This is in line with the Department for Education’s statutory guidance which comes into effect from September 2020.
- To continue to improve the assessment of children, particularly in the non-core subjects. Systems will become embedded so that teachers can check that key facts have been committed to a child’s long-term memory.

	Key Priority	Action/Event	Measurable Impact	Timescale	Budget	Lead
Ofsted Judgement – Quality of Education	<p><u>Attainment and Progress</u></p> <p>To ensure that the attainment and progress improves for all groups of children, especially in Key Stage 2.</p>	<p>1) SJ will work closely with BC to identify an accurate starting point for teaching in Year 6. SJ will also analyse test data from Year 5.</p> <p>2) The SLT will work with SJ to identify which children should be targeted to reach the expected and the exceeding levels in July 2021.</p> <p>3) The SLT will work with SJ to support the implementation of the Year 6 curriculum.</p> <p>4) Members of staff will work with groups of targeted children each week.</p>	<p>1) The percentage of children reaching the expected standard in reading, writing and maths at the end of Year 6 will increase from July 2019. It will be higher than 63%.</p> <p>2) The progress scores for reading, writing and maths will have improved from July 2019 and be more than 0 in all subjects.</p> <p>3) The average scale scores will increase from July 2019. They will be higher than 104 in reading and 105 in maths.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	CJ
	<p><u>Spelling</u></p> <p>The writing leader will ensure that the content is coherently planned and sequenced from Reception to Year 6 and that teachers have a firm understanding of the curriculum’s intent.</p>	<p>1) DJ will write a whole-school progression document for spelling and share this with staff.</p> <p>2) Teachers will understand that spelling lessons should be taught consistently each week and in line with the rest of the school.</p> <p>3) The SLT will work with staff to support them with the planning of spelling sessions.</p> <p>4) The SLT will monitor the teaching and learning of spelling lessons and offer feedback to staff where it is needed.</p> <p>5) Children will have termly spelling tests so their progress can be tracked.</p>	<p>1) Drop-ins will show that the teaching of spelling is improving over time. This will be referenced on training logs.</p> <p>2) The writing books show that our children’s spelling is improving.</p> <p>3) Other books show that the children can use and apply their skills to spell words accurately in all of their subjects.</p> <p>4) The termly assessments will show that our children’s spelling is improving.</p> <p>5) At the end of KS2, the average spelling score will increase from 10.5 last year.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	CJ/DJ
	<p><u>Reading Fluency</u></p> <p>The reading leader will ensure that work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.</p>	<p>1) DJ will write a progression document for word reading which will show how reading fluency should be taught from Year 2.</p> <p>2) Teachers will understand that daily fluency sessions should be taught to the full class and to groups of children where appropriate.</p> <p>3) The SLT will work with staff to support them with the planning of fluency sessions.</p> <p>4) The SLT will monitor fluency sessions and offer feedback to staff where it is needed.</p> <p>5) Children will have termly fluency assessments so their progress can be tracked.</p>	<p>1) Drop-ins will show that the teaching of fluency is improving over time. This will be referenced on training logs.</p> <p>2) The termly assessments will show that our children’s reading fluency is improving. More children in KS2 will be able to read more than 90 words a minute. In March 2020, 35 children in KS2 couldn’t do this.</p> <p>3) The percentage of children who can read 90 words a minute at the end of Year 2 will have increased from July 2019. It will be higher than 59%.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	CJ/DJ

	Key Priority	Action/Event	Measurable Impact	Timescale	Budget	Lead
Ofsted Judgements – Behaviour and Attitudes/Personal Development	<p><u>Attendance</u></p> <p>To ensure that the whole-school attendance continues to improve so that it is at least in line with national figures.</p>	<p>1) CJ will monitor the whole-school attendance daily and ensure parents are called on the first day of their child’s absence.</p> <p>2) CJ will look at the attendance data each week to look for patterns of non-attendance.</p> <p>3) CJ will meet with the trust’s attendance officer each week to ensure meetings are arranged with parents where this is needed.</p> <p>4) The trust’s attendance officer will do home visits and meet parents in school in order to improve a child’s attendance over time.</p>	<p>1) The whole-school attendance will be greater than last year and closer to the national average (96%).</p> <p>2) CJ will be able to show how data has been used to identify children who need further support. CJ will also be able to talk about the support given and its impact.</p> <p>3) Parents will be able to talk about how the work of the trust’s attendance officer has improved their child’s attendance.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	CJ
	<p><u>Behaviour</u></p> <p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.</p>	<p>1) LF will look at time out and lunchtime detention data from last year to identify children who need further support.</p> <p>2) LF will work with other adults in school to put plans in place to support the improvements in children’s behaviour.</p> <p>3) LF will regularly monitor the plans to ensure they are meeting the children’s needs.</p> <p>4) LF will regularly speak to the children to check their behaviour is improving.</p> <p>5) LF will speak with parents to inform them of the school’s actions.</p>	<p>1) The data will show that the number of children receiving a time out form or lunchtime detention form will be the same as, or lower than, last year.</p> <p>2) Fewer of the targeted children will have had a time out or a lunchtime detention.</p> <p>3) LF will be able to talk about the plans that have been put in place and how they have helped behaviour to improve.</p> <p>4)The children will recognise that these plans have had a positive impact on their behaviour. Parents will agree with this.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	LF
	<p><u>Relationships and Health Education (RHE)</u></p> <p>The school consistently promotes the extensive personal development of pupils in a coherently planned way.</p>	<p>1) CJ will write a whole-school progression document for the RHE curriculum and share this with staff.</p> <p>2) Teachers will use this outline to plan weekly RHE lessons.</p> <p>3) The SLT will work with staff to support them with the planning of RHE sessions.</p> <p>4) The SLT will monitor RHE lessons offering feedback to staff where it is needed.</p> <p>5) The SLT will speak to the children about the impact of the new RHE lessons.</p>	<p>1) Drop-ins will show that the teaching of the RHE curriculum is improving over time.</p> <p>2) The children will recall important information in their RHE lessons on what has been taught. This will include mental wellbeing.</p> <p>3) A presentation from the JLT to the whole school in July 2021 will showcase the impact of the new lessons on the personal development of our pupils. It will also be shown to the school’s governors.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	CJ

	Key Priority	Action/Event	Measurable Impact	Timescale	Budget	Lead
Ofsted Judgement – Leadership and Management	<p><u>Training for Teachers</u></p> <p>Leaders ensure that teachers receive focused and highly-effective professional development. Teachers’ subject, knowledge and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</p>	<p>1) In line with their career stage expectations, all teachers are supported by a member of the SLT.</p> <p>2) The SLT will regularly visit lessons to ensure that the curriculum is always well-implemented and rapidly improving.</p> <p>3) Feedback from these visits will be linked to specific teacher standards and will be recorded on a training log.</p> <p>4) If necessary, teachers will be able to observe outstanding practice in their own and other settings. This is also recorded on a training log.</p>	<p>1) The training logs will show that the quality of teaching and learning will have vastly improved over time.</p> <p>2) Staff will talk very positively about the impact of the support they have received from the SLT.</p> <p>3) The teachers will recognise how their teaching has improved and will know their next steps. This will be recorded at the bottom of their training logs.</p> <p>4) All the teachers will have performed in line with their career stage expectations.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	CJ
	<p><u>Use of Pupil Premium</u></p> <p>To make sure disadvantaged pupils achieve highly across the school.</p>	<p>1) DW will produce a pupil premium document outlining the rationale for spending and the intended impact.</p> <p>2) DW will work with staff to support the planning of activities that will help overcome in-school barriers.</p> <p>3) DW will observe lessons and offer feedback to staff on the support given to the school’s disadvantaged pupils.</p> <p>4) DW will use test data to monitor the progress that the disadvantaged children are making against their in-school barriers.</p>	<p>1) Staff will be able to talk about the support that DW has given in order to help in the planning and teaching of disadvantaged children when overcoming in-school barriers.</p> <p>2) Test data shows that the school’s disadvantaged children achieve highly.</p> <p>3) The percentage of disadvantaged children reaching the expected standard in reading, writing and maths at the end of Year 6 will increase from July 2019. It will be higher than 42%.</p>	<p>Autumn 1</p> <p>Summer 2</p>	PP funding	DW
	<p><u>Assessment</u></p> <p>Teachers use assessment to check pupils’ understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding.</p>	<p>1) Subject leaders will work with teachers to support the planning of activities and lessons that will allow the children to embed key concepts in their long-term memory.</p> <p>2) Subject leaders will observe the teaching of these activities and offer support where needed. This will be recorded on a training log.</p> <p>3) Subject leaders will support teachers on their ability to use different assessment strategies to check a child’s understanding.</p>	<p>1) Children will be able to talk about how they feel they are remembering more of what they have been taught over time.</p> <p>2) Teachers will have a stronger understanding of how to assess. They will be able to share with subject leaders what they know a child has retained in their long-term memory.</p> <p>3) Subject leaders recognise assessments are more accurate than last year.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	Subject Leaders