



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 13-14

School Development Plan 2019 - 2020

| Ofsted | Umbrella objective | Inspiration | Intention | Implementation | Actions | Evidence / Goals | Lead / Governor | Overall Impact (RAG) |
|----------------------|--|--------------------------------------|---|---|--|--|--|----------------------|
| Quality of education | 1. To ensure that the quality of education and progress across the whole curriculum is at least good. | A) Self-evaluation and monitoring | Our teaching is 100% good or better. | Planning is focussed, meets the needs of all learners and AfL is used effectively to move learning on. | S2S Partnership action plan and work | Learning Studies Teaching over time Planning Progress in books | Lead: Emma McLean | |
| | | B) Self-evaluation and monitoring | Assessment is used purposefully. | Assessment is not onerous, does not detract from curriculum delivery and is used effectively to inform planning and ensure targeted progress. | All SLAPs 4 core data drops per year On-going assessment – class track PPMs carried out with pupils | M&E schedule Learning studies | Lead: Emma McLean | |
| | | C) Self-evaluation and monitoring | Our pupils make better than expected progress as a result of well-planned learning. | Consideration to cognitive load is given at the planning stage. Objectives are tight. | S2S Partnership action plan and work | Learning Studies Planning Progress in books | Lead: Emma McLean | |
| | 2. To ensure vulnerable groups of learners | A) KS2 SATs 2017 and 2018 | PP children make expected progress. Change text direction | We invest in a PP mentor to work with all PP children to close the gap. Planning puts our disadvantaged pupils at its heart. | PP Lead Action Plan SIAMS SEF | SATs results and PP performance in Phonics and Tables screening Pupil voice Focused Learning studies | GOV: Jo Underwood Lead: Steph Bruce | |



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| are making at least expected progress. | B) KS2 SATs results 2018 | Pupils who join us mid-year or mid-key stage are welcomed and nurtured so that they can meet their full potential. | This cohort of 10 pupils will have an induction programme with more focussed monitoring and evaluation. | PP Lead Action Plan | SATS results show equal progress to their peers. Pupil voice | GOV: Jo Underwood Lead: Steph Bruce | |
| | C) KS2 SATs 2017 and 2018 | Our SEND children are supported and nurtured to make the best progress they can. | Our cohort of 9 SEND children and 42 on Learning Plans are monitored by our SENDCo. | SENDCo Action Plan | Rolling year group SEND Meetings SEND Targets Pupil voice | GOV: Jo Underwood Lead: Hannah Bowden | |
| | D) Ofsted 2016 | Our more able pupils are challenged and their learning deepened... | ...through questioning and explorative learning. | Teacher planning and CPD on Blooms Taxonomy Maths Lead Action Plan English Lead Action Plan | Pupil voice GD results and progress measures Focused Learning Studies | GOV: Barry Evans Lead: Steph Bruce (Maths) & Amy Hornett (English) | |
| 3. To ensure writing progress and attainment is evenly distributed. | A) Ofsted 2016 | Boys love to write in EYFS and KS1 | Everything in the environment is geared up to writing. | EYFS Lead Action Plan English Lead Action Plan | Boys GLD / writing 80% GLD overall / KS1 SATs Pupil voice | GOV: Sharon Onley GOV: Heather Whittington Lead: Janine Dalton Lead: Amy Hornett | |
| | B) Writing 2018 KS1 gap – 52% vs 82% KS2 gap – 40% vs 100% Writing 2019 KS1 gap – 50% vs 86% KS2 gap – 82% vs 90% | Boys make just as good progress in writing as girls and the gap between them is diminishing. | Talk for Writing Steps to Success Boy friendly texts Physical elements of writing | English Lead Action Plan | Boy's progress Y6 SATs Learning studies Pupil voice | GOV: Sharon Onley Lead: Amy Hornett | |



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| 4. To ensure that reading is THE main <u>priority</u> and that our pupils develop a love of reading. | A) Pedagogy and ethos. | All our children can read by age 7. | Every opportunity for children to read is seized in Year 1 and 2, including a rich reading environment in classrooms. | English Lead Action Plan | Phonics Screening KS1 SATs Homework diaries | GOV: Sharon Onley Lead: Amy Hornett | |
| | B) Reading Sats 2019 KS1 80% ARE (Nat 75%) KS2 62% ARE (Nat 75%) KS1 gap – 50% vs 93% KS2 gap - 55% vs 70% | Reading is a priority. Progress in reading is maintained across KS2: attainment is above national. | | English Lead Action Plan S2S Partnership action plan and work | English Lead monitoring and evaluation of reading across the school: learning studies Reading audit inc pupil voice Evaluation of LA Reading Project LA Deep Dive in October Classtrack 2020 Sats | GOV: Sharon Onley Lead: Amy Hornett | |
| | C) As above | Boys attainment in reading is in line with girls. | | English Lead Action Plan | As above | GOV: Sharon Onley Lead: Amy Hornett | |
| 5. To maintain progress and attainment in Maths. | LA S2S project 2017 KS2 Results | Our maths is practical with problem solving at its heart. | Maths planning is creative and cross-curricular, planned to deepen understanding and close gaps. | Maths Lead Action Plan | SATs Learning Studies Classtrack reports | GOV: Barry Evans Lead: Steph Bruce | |



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| Quality of education and personal development | 6. To ensure high quality education across all aspects of the curriculum. 7. To promote distributed leadership in order to develop an exciting and balanced curriculum. | A) Learning Studies | Our children are able to think critically and debate using deeper questioning. | <ul style="list-style-type: none"> • P4C | RE Lead Action Plan | Evidence of children using critical thinking to approach and discuss problems. | GOV: Lee Mullen Lead: Steph Bruce | |
| | | B) New framework and SIAMs Schedule | Our broader curriculum meets the needs of our community: it is creative, immersive, fluid and cultural. | <ul style="list-style-type: none"> • Planned cultural development/experience in every subject • Online resilience taught at every opportunity in KS2 • The farming heritage of the community embraced • PSHE to support emotional resilience | Topic Lead Action Plan Teacher Topic planning | Topic planning, clubs, trips, pupil voice School calendar of events | GOV: ??? Lead: Lowri Thorpe | |
| | | C) New framework | Children are taught the most up to date computer programming techniques to enable them to | Robust planning and resources to meet the needs of the curriculum | Computing Lead Action Plan Raspberry Pi Programming Suite Staff CPD | Learning studies Classtrack | GOV: Heather Whittington Lead: Jo Green | |



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| | | be successful in the modern world. | | | | | |
| | D) New framework | The science curriculum is practical and engaging to enthuse children to question the world in which they live and seek explanation. | Robust planning and resources to meet the needs of the curriculum | Science Lead Action Plan Liaison with Campion – Y5 Resources audit and shopping list | Learning studies Pupil voice Classtrack | GOV: Barry Evans Lead: Suzanne MacDougall | |
| | E) New framework | Our humanities and MFL curriculum excites the children about language, history and their present world and is the driver for our cross-curricular approach. | Topic planning with visitors, trips and wow days. | Topic Lead Action Plan | Learning Studies and pupil voice. Classtrack | Lead: Lowri Thorpe and Gemma Wigley | |
| | F) New | Art and Music are skills that | Planning builds skills layer by layer, leading to | Art and Music Lead Action | KS2 sketchbooks | Lead: Peter May | |



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| | | framework | are taught progressively to encourage creativity of thought, expression and to nurture talent. | a final piece. The Arts are embedded in the Topic themes. | Plan | Learning Studies Classtrack reports | | |
| | | G) National Curriculum | Children at our school love PE; they learn new skills, teamwork, develop motor skills and how to win and lose. | Planning builds skills layer by layer, leading to a final game / match. | PE Lead Action Plan | Learning Studies School Games Silver – going for gold | GOV: Jo Underwood Lead: Jo Green | |



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| Behaviour and attitudes | 8. To ensure that our children are tolerant, respectful, recognise the rule of law, understand democracy and individual liberty. | A) Pedagogy and moral compass | Our children are resilient learners with a thirst for knowledge and a love of learning | We use the language of Growth Mindset. We have a consistent learning language across the school. | Work with Moulton on AfL and cognitive load theory | Learning Studies and pupil voice | Lead: Emma McLean | |
| | | B) Revised 2018 SIAMs schedule | Our children are courageous advocates who are thoughtful, kind, cooperative and respectful | Opportunities for the values to be embedded across the curriculum. | Teacher plans SIAMs Action Plan Engaging parents in online safety and online resilience | Pupil voice Charity work SIAMs SEF Collective Worship | GOV: Lee Mullen Lead: Emma McLean | |
| | | C) Statutory RSE 2019 | Our children are accepting, gracious, understanding and supportive, with love at the heart of everything they do and say. | Development of our new PSHE scheme and RSE policy. Raising awareness of bullying signs | PSHE Lead action plan Focus on bullying awareness | Teacher plans PSHE monitoring and evaluation. Pupil voice Surveys Behaviour records | GOV: Lee Mullen Lead: Gemma Wigley | |
| | | D) IDSR | Our children feel safe and want to come to school and our families support this desire. | Promotion of good attendance Promotion of nurture and kindness | ELSA Website Attendance analysis Letters home Reports Weekly updates Policy documents | Improved attendance figures and a reduction in FTEs and positive handling | Lead: Emma McLean | |
| | | E) New framework | We foster a calm and orderly learning environment, grounded in mutual respect and love. | VIP awards Positive reinforcement ELSA Zones of Regulation | Paul Dix CPD in Summer 2020 | Learning walks Learning Studies Visitor comments Surveys | Lead: Emma McLean / all staff | |



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| | | F) Framework | Our children have a strong moral compass and a deep understanding of FBVs. | School Council SIAMs SEF – values matched to FBVs | SC elections Discrete FBV lessons | SC minutes Learning walks Displays Pupil voice | Lead: Emma McLean GOV: Lee Mullen | |
| Personal development | 9. To ensure that our pupils leave us knowing that they can change the world. | A) Pedagogy and moral compass | Our school is hub of learning for all stakeholders. | Everyone's learning is valued through CPD. | Mapping CPD in line with the SLAPs. | CPD records and parent workshop feedback Feedback from cluster school | Lead: Emma McLean | |
| | | B) Pedagogy and moral compass | We are a healthy school. Our children are loved and nurtured so that they leave us knowing that they can change the world. Everything we do is done with love. | Children are thought of and dealt with as individuals. Their mental health and circumstances are taken seriously. | Well-being Wednesdays ELSA PSHE curriculum Liaison with external agencies | ELSA records Pupil Progress Meetings minutes TAMHS Silver Healthy School status Attachment Aware School | GOV: Jo Underwood Lead: Hannah Bowden | |
| | | C) Pedagogy and moral compass | We are an Eco-school. Our children are concerned about the environment and are proactive in knowing that they can change the world. | Working towards becoming a single-use-plastic-free school. Using our environment positively to help save the planet. | Student Council charity work (See SIAMs SEF) Establishment of and Eco-Team | Monitoring of the environment. % reduction in plastic. Silver Eco-Award | GOV: Sharon Onley Lead: Emma McLean | |



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Subject Leader Action Plan (SLAP)

EYFS, English, Maths, Science, Computing, RE, Humanities, The Arts, Sport, PSHE, MFL, PP, SEND

| Intention | Implementation – Actions to be taken | Person responsible / cost | Intended impact by Christmas | Intended impact by Easter | Intended impact by Summer | Overall Impact <i>(to be sent to EM 2 weeks before the final FGB)</i> |
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Delete once read: No more than 2 A4 sides please (preferably 1): our SDP will therefore be 16 pages, which is more than enough to be getting on with! Please split into one or two jobs for the whole school for the year that meets the intention statement (highlight thee in bold); then add in your own 'behind the scenes' work (like stock ordering etc), so that SLT can assess cognitive / general work load and priorities.

FYI Costs:

- TA = £10 per hour (approximately)
- Teacher = £30 per hour (approximately)
- Staff meeting = £400
- INSET = £1150