



# School Development & Improvement Plan 2022-23

SDP summary	
Priority 1	To implement and drive forward the new phonics scheme introduced to ensure the accelerated achievement for all pupil groups.
Priority 2	To use current research to further develop an outstanding, knowledge rich, inspiring curriculum for all pupils.
Priority 3	To ensure all teachers deliver the school's evidenced based, knowledge rich, inspiring curriculum through the school's shared values and aims.
Priority 4	To improve assessment outcomes for disadvantaged and SEND pupils by ensuring the school's curriculum identifies what all pupils need to know and remember in every subject.
Priority 5	To ensure all pupils throughout the school have opportunities to develop personally with the introduction of pupil action groups and additional school clubs which caters and develops all characters.



***“SMALLEST OF ALL THE SEEDS BECOMES THE GREATEST OF TREES.”***

***MATTHEW 13:31-32***

<b>Priority 1</b>	To implement and drive forward the new phonics scheme introduced to ensure the accelerated achievement for all pupil groups.					
<b>Rationale</b>	Better understanding of children's entry point and phonics knowledge to then drive pupil progress across EYFS and KS1					
<b>Success Criteria</b>	To reach the progress and attainment targets set across the whole school by governors and to be above National for Y1 and 2 cohorts.					
<b>Intended Outcomes</b>	<b>Actions</b>	<b>Who</b>	<b>Resource/Time</b>	<b>Timescale</b>	<b>Monitoring HofS/subject leads</b>	<b>Outcomes to report/termly</b>
All pupils are assessed and given the appropriate support and teaching.  Intervention groups are well organised to boost children's lost learning in previous years.	<ul style="list-style-type: none"> <li>Share targets with teaching staff</li> <li>Targeted teacher-led intervention programme across all year groups</li> <li>Ensure baseline results are used to identify gaps to target intervention work and focus teaching in classes</li> <li>Pupil progress meetings after each assessment point to identify challenge and support needed</li> <li>Intervention sessions to have entry and exit points and closely monitored by the teacher.</li> <li>Link staff performance management targets to SDP priorities</li> <li>Ensure all teachers are ready to provide remote learning materials in the event of self-isolation of pupils</li> </ul>	CT HofS/ ExH SENCo	<p>Assembly time to release teachers/TAs for intervention</p> <p>Analyse and discuss with other through inter school moderation – relevant resources and interventions.</p> <p>Whole school (and Orchard Partnership) CPD and monitoring the impact through year.</p>	<p>Sept 2022</p> <p>April and June 2023</p>	<p>Pupil progress meetings</p> <p>Intervention outcomes to be analysed</p> <p>Monitoring by subject lead</p> <p>Report impact to governors</p> <p>Interim performance management meetings</p> <p>HofS mid-year PM review</p>	<p>Report on the ARE and progress at the end of the year to governors in core subject areas.</p> <p>Assessments to be discussed and presented to Govs.</p>
<b>Applying Our Christian Vision:</b> Have we included <i>all</i> pupil groups, staff members and/or the wider school community? Have we thought about what skills we want to nurture and why? Have we thought about what our own actions and behaviour must be in helping others to meet or deliver the intended outcomes?						
<b>Governor tracking:</b> learning walks; analyse internal data from assessment points; meet with SDP governors termly.						

<b>Priority 2</b>	To use current research to further develop an outstanding, knowledge rich, inspiring curriculum for all pupils.					
<b>Rationale</b>	Collaboration groups and subject leaders to make well informed decisions regarding the direction and development of their curriculum areas.					
<b>Success Criteria</b>	Subject leaders can evidence development of their subjects through the whole staff team understanding the research behind each subject.					
<b>Intended Outcomes</b>	<b>Actions</b>	<b>Who</b>	<b>Resource/Time</b>	<b>Timescale</b>	<b>Monitoring HofS/subject leads</b>	<b>Outcomes to report/termly</b>
The curriculum clearly uses evidence based research as a basis for all subject development.	Teaching staff to know the importance of a knowledge-rich well- sequenced curriculum and the headlines about the different types of knowledge in different subjects.	All teachers	Sep and Oct INSETs Staff meeting time	Nov 2022	Subject monitoring documents reviewed by HT;	Curriculum leader report on the impact
The curriculum identifies the essential knowledge that all children need to know and remember in different subjects.	All teachers to ensure familiarity with the current conception of quality  Subject leads to audit their subject to ensure compliance with National Curriculum and statutory requirements.  Subject leads to review and develop each subject supported by appropriate CPD.		A day for subject leads to review and audit subject.  Monitoring time for each subject  CPD costs CPD courses	June 2022	Feedback from subject leads to be shared with HT for review  PMR interim meeting	HofS Mid-year review by governors to governors
<b>Applying Our Christian Vision:</b> Have we included <i>all</i> pupil groups, staff members and/or the wider school community? Have we thought about what skills we want to nurture and why? Have we thought about what our own actions and behaviour must be in helping others to meet or deliver the intended outcomes?						
<b>Governor tracking:</b> learning walks; analyse internal data from assessment points; subject leader reports.						

<b>Priority 3</b>	To ensure all teachers deliver the school's evidenced based, knowledge rich, inspiring curriculum through the school's shared values and aims.					
<b>Rationale</b>	Deputy Head has now been employed as headteacher and in addition 50% of teaching staff are new to the school this academic year. KS2 have 2 new teachers. 1 teacher in EYFS returning from maternity leave.					
<b>Success Criteria</b>	Teachers are delivering an evidence based curriculum ensuring outstanding teaching and learning.					
<b>Intended Outcomes</b>	<b>Actions</b>	<b>Who</b>	<b>Resource/Time</b>	<b>Timescale</b>	<b>Monitoring HofS/subject leads</b>	<b>Outcomes to report/termly</b>
Staff feel valued and enthused by the school's curriculum.	Staff discussions through CPD and staff meetings.	All	INSET	Sep 2022	Subject monitoring documents reviewed by HT;	Curriculum leader report on the impact
To improve staff subject knowledge and united whole-school curriculum thinking and ambition.	Appropriate CPD opportunities.		Staff meeting time	July 2023	Feedback from subject leads to be shared with HT for review	HofS Mid-year review by governors to governors
To ensure school life is positive, proactive and purposeful.	Monitoring of lessons and curriculum to ensure implementation in accordance with each subject's intent.	All	Shared planning time	July 2023		
	To develop preventative strategies for health and wellbeing through weekly teaching of PSHCE and assemblies.	All teachers	Curriculum leaders from Orchard partnership to meet termly to discuss outcomes.		PMR interim meeting	
	Health & Wellbeing surveys; Pupil voice impact statements.	All	Health and wellbeing mentor time.	July 2023		
<b>Applying Our Christian Vision:</b> Have we included <i>all</i> pupil groups, staff members and/or the wider school community? Have we thought about what skills we want to nurture and why? Have we thought about what our own actions and behaviour must be in helping others to meet or deliver the intended outcomes?						
<b>Governor tracking:</b> learning walks; analyse internal data from assessment points; subject leader reports.						

<b>Priority 4</b>	To improve assessment outcomes for disadvantaged and SEND pupils by ensuring the school's curriculum identifies what all pupils need to know and remember in every subject.					
<b>Rationale</b>	The school identifies and understands the varied barriers to learning faced by disadvantaged and SEND pupils. The teaching and learning provision must directly negate these barriers for progression to be made.					
<b>Success Criteria</b>	Disadvantaged and SEND pupils are identified. Progress targets are set for these cohorts. End of year data demonstrates expected or exceeding progress is made.					
<b>Intended Outcomes</b>	<b>Actions</b>	<b>Who</b>	<b>Resource/Time</b>	<b>Timescale</b>	<b>Monitoring HofS/subject leads</b>	<b>Outcomes to report/termly</b>
To ensure disadvantaged and SEND pupils make at least expected progress  Teachers/subject leaders ensure that the curriculum identifies what needs to be practised and learnt by all pupils including pupils with SEND	All staff aware of the disadvantaged and SEND pupils – use of whole school colour-coded overview.  Ensure that the school's agreed systematic approach to phonics (RWInc) continues for all pupils (into KS2 if necessary) until they are fluent.  All teachers know and understand curriculum non-negotiables and ensure that these are taught to all pupils.  Pupil progress meetings monitor these cohorts specifically and barriers identified for individual children; strategies to remove barriers planned, documented and tracked.  Parental engagement documented with all meetings documented either on SP or on a parent record form.	All staff  All teachers  All teachers  HoS Teachers  All teachers	Sep INSET  Timetabled non-negotiable time for phonics teaching.  Phonics scheme cost extended for KS2 catch up  Subject lead time  CPD costs/time  Pupil Progress meeting time  Staff meetings	Assessment points Autumn/ Spring/ Summer	Performance management target and interim review  Data collection and analysis  Three times a year pupil progress meetings  Book trawl and pupil interviews  Intervention outcomes to be analysed	Reports from subject leaders to governors one per year  Curriculum lead to report to governors  HofS Mid-year review  SDP review report to governors
<b>Applying Our Christian Vision:</b> Have we included <i>all</i> pupil groups, staff members and/or the wider school community? Have we thought about what skills we want to nurture and why? Have we thought about what our own actions and behaviour must be in helping others to meet or deliver the intended outcomes?						
<b>Governor tracking:</b> subject leader report to governors; learning walks with foundation subject focus;						

<b>Priority 5</b>	To ensure all pupils throughout the school have opportunities to develop personally with the introduction of pupil action groups and additional school clubs which caters and develops all characters.					
<b>Rationale</b>	The school acknowledges that happy children learn effectively with happy staff. Previous action groups and clubs have been narrowed due to pandemic.					
<b>Success Criteria</b>	Each and every child has a voice and has n opportunity to develop their true character.					
<b>Intended Outcomes</b>	<b>Actions</b>	<b>Who</b>	<b>Resource/Time</b>	<b>Timescale</b>	<b>Monitoring HofS/subject leads</b>	<b>Outcomes to report/termly</b>
To engage with all staff and pupils to ensure school life is positive, proactive and purposeful.  Children are able to explore a range of opportunities – not only to take part in, but to have a voice in action groups.	Health & Wellbeing lead to be supported by heads of school and Team Captains  Additional after school and lunchtime clubs to be able to cater for a range of pupils abilities ad interest and ages.  Health & Wellbeing surveys; Pupil voice impact statements  Action groups to look at: <ul style="list-style-type: none"> <li>• Worship and SMSC (Wow team)</li> <li>• Healthy lifestyles &amp; PE (Sports Leaders)</li> <li>• Pupil voice and inclusion (School Council)</li> <li>• Eco and global issues (Global Gang)</li> <li>• Mental health (Flourish Friends)</li> </ul>	All	Dedicated time in curriculum.  Collaborative approach of teachers to run collective worship to disseminate information.  Staff meetings	Ongoing  July 2022	Subject leads  Pupil voice collected  Survey analysis	Data collection reported  Case study reported
<b>Applying Our Christian Vision:</b> Have we included <i>all</i> pupil groups, staff members and/or the wider school community? Have we thought about what skills we want to nurture and why? Have we thought about what our own actions and behaviour must be in helping others to meet or deliver the intended outcomes?						
<b>Governor tracking:</b> Mental health governor report to governors; learning walk focus through pupil interviews; share letters of commendation from visitors to school						

Key = ExH (Exec. Headteacher), HofS (Head of School), CT (Class Teachers), SENCo (Special Educational Needs Coordinator).