

School Development Plan
Worplesdon Primary School
2021 – 2024 (1st year of a 3 year plan)

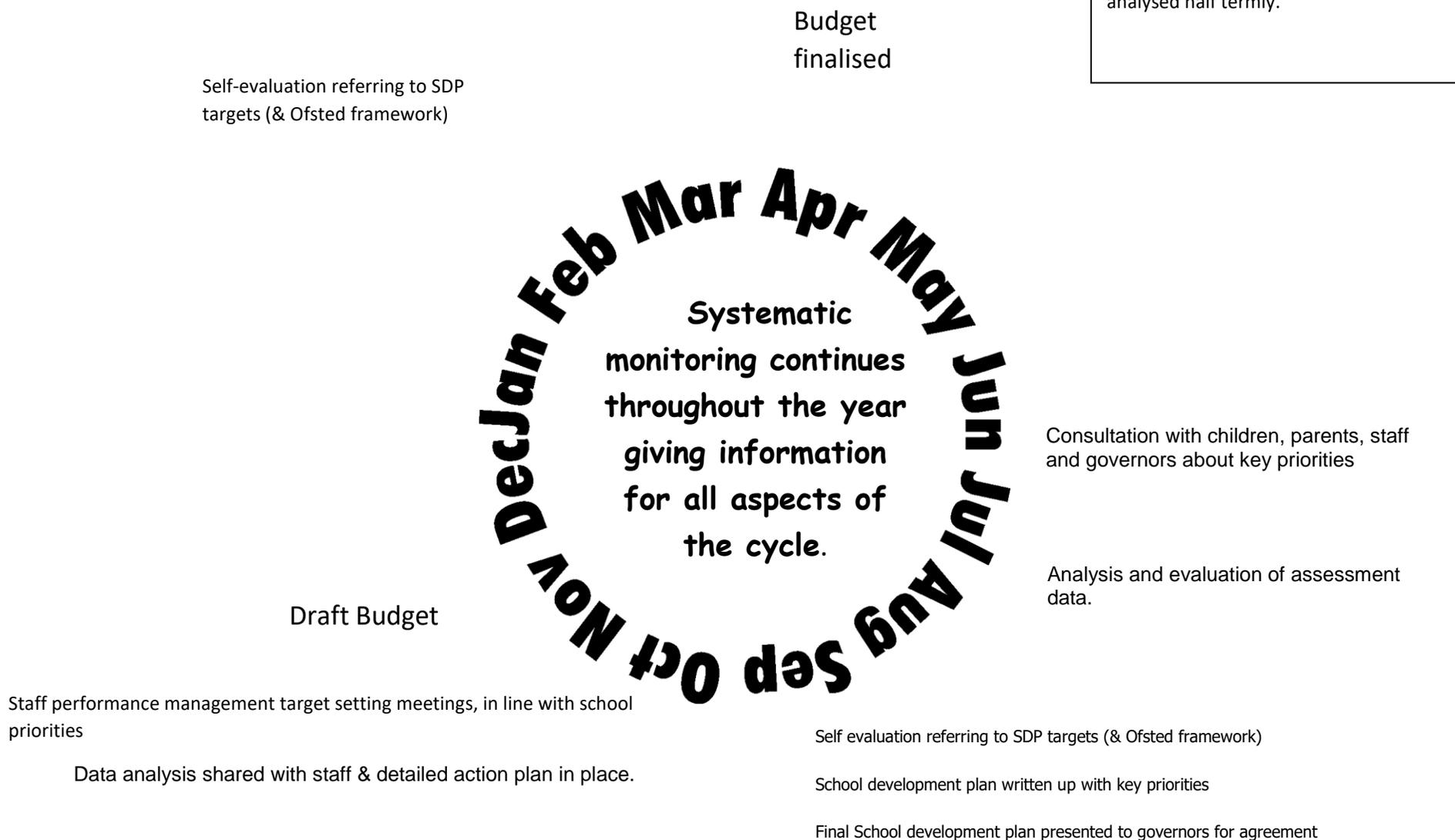


Helping children to develop a love for life and learning.

This is achieved by:

- ❖ Developing teamwork and independence
 - ❖ Inspiring curiosity
 - ❖ Building resilience
 - ❖ Instilling empathy

OUR PLANNING CYCLE



CONTEXT

We are two-form entry in our infant department and are three-form entry in our junior department in our mainstream school. We have a high-COIN specialist centre for 21 children with communication and interaction needs. We benefit from twenty full time equivalent teachers and two specialist teachers who teach French and Music, as well as 9 specialist staff within the centre. Furthermore, we benefit from a non-teaching SENDCo, home school link worker, sports coach and teaching assistants across the school.

At Worplesdon we believe that children get just one childhood; it should be a magical and happy time where education should leave a host of positive and deep, meaningful memories that last for the rest of their lives. With this in mind, children are at the heart of every decision we make. We aim for every child to be happy, confident risk takers who fulfil their potential. We provide a nurturing environment where we value each child and promote positive attitudes and lifelong learning to help children grow into independent, respectful and creative adults with their own unique gifts and talents.

PROCESS USED IN DESIGNING THIS DEVELOPMENT PLAN

Self Evaluation Process

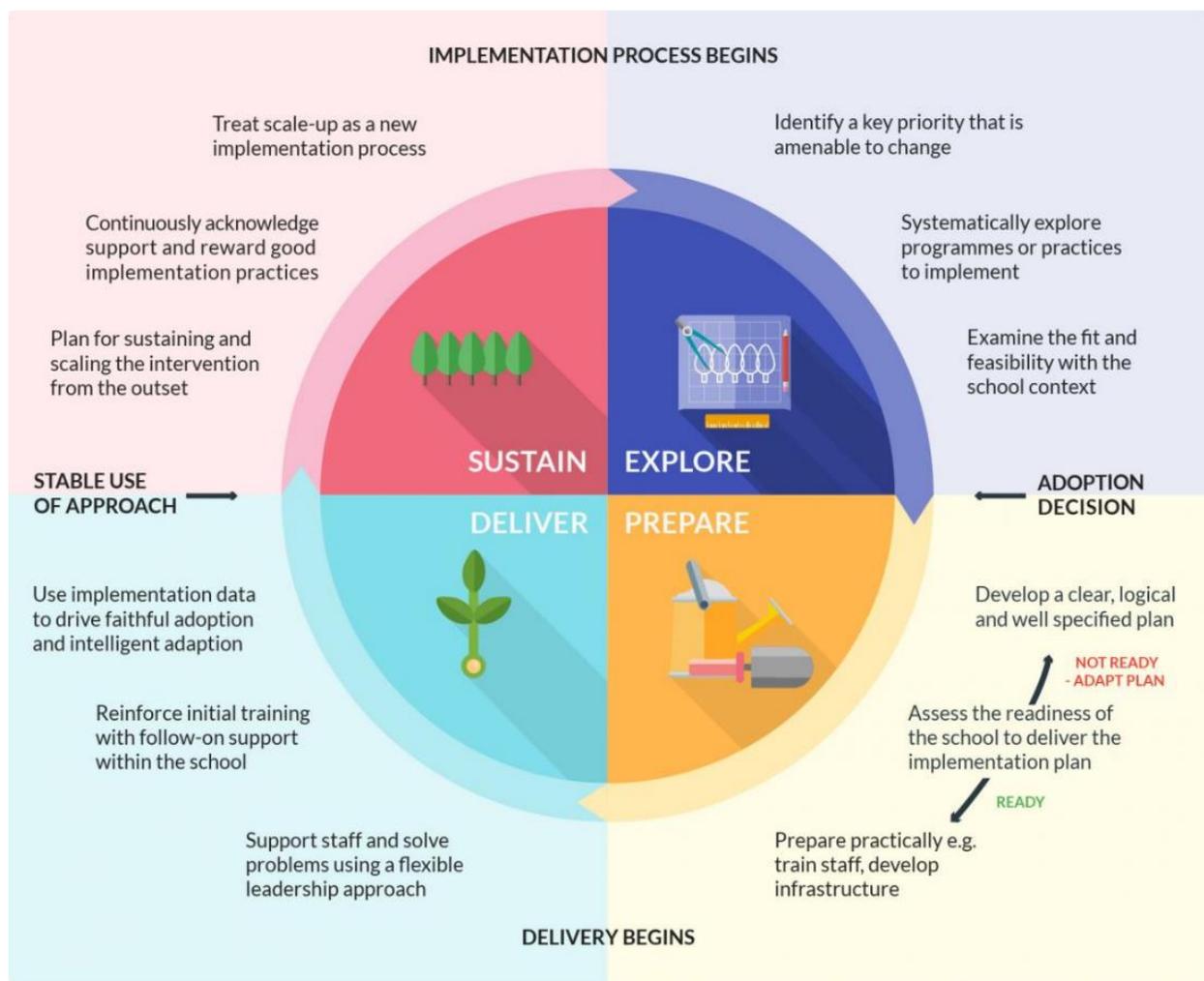
- With our vision in mind (helping children to develop a love for life & learning), teaching staff, support staff and governors evaluated the school's performance against the Ofsted Framework and as a result, identified the key priorities for the year ahead.
- In class groups and through our School Council, children shared their opinions on the following two questions: What do we do well at and therefore must keep? What could we do better? The children's ideas were interwoven into the plan.
- Over the course of the summer term (2021), parent feedback via Parentmail questionnaire was actively sought and interwoven into the plan.

Planning & delivery of the School Development Plan meeting

- On 2nd September the extended leadership team led a Schools Development Planning day where staff worked in mixed groups to create an emerging plan which would achieve our vision.
- Feedback gleaned from parent questionnaires and School Council meetings were incorporated into our draft plan.
- The draft plan was shared with staff and governors to check for accuracy.
- The plan was published at the end of Autumn first half term and was shared on our school website.

Implementation of the plan

We will follow the explore, prepare, deliver and sustain (EEF) when implementing each part of the plan, as shown in the diagram below.



Evaluation of plan and delivery

- Weekly senior leader meetings and half termly governor meetings include evaluations of the SDP.
- Weekly staff meetings provide opportunities for evaluations.
- Regular drop ins, observations, work sampling and planning scrutiny enable senior leaders and subject leaders to evaluate the implementation of the plan.
- Progress against priorities are reported to parents through monthly newsletters.

Summary of the School Development Plan for Worplesdon Primary School 2021-24

Priority	Aim	Objectives	Evaluation January 2022
1. Quality of Education	To provide an exceptional education for all children	<ul style="list-style-type: none"> To further develop a well balanced and ambitious curriculum which reflects our school drivers and equips <i>all</i> children with skills for life. To embed the implementation of a well designed curriculum that matches the needs of all children in all subjects across the school. To further develop the curriculum to meet the needs of disadvantaged pupils and SEND To monitor the impact of our curriculum on: <ul style="list-style-type: none"> child engagement child's effort progress attainment To further develop 'enabling' learning environments 	•
2. Behaviour and Attitudes	To ensure all behaviours and attitudes are positive and consistently reflect the values of the school.	<ul style="list-style-type: none"> To ensure that all behaviour is exceptional including in learning environments. To enable opportunity that allow our pupils to make a highly tangible contribution to the wider community Pupils and staff demonstrate highly positive attitudes to school. To build relationships in the wider community 	•
3. Personal Development	To provide develop, promote, enable and support pupils personal development ensuring their readiness for the next phase in education	<ul style="list-style-type: none"> To develop children's knowledge and understanding of the wider global community including race, gender, disabilities and beliefs To develop and value the talents and interests of pupils To encourage maintaining an active lifestyle and to keep physically healthy To develop pupils knowledge and understanding of how values underpin their ability to become responsible, respectful and active citizens To develop and refine e-safety and specific child focused safeguarding lessons To provide children with a varied and rich set of experiences 	•
4. Leadership and Management	Drive the strategic leadership of the school through this bridge year, empowering all pupils and staff to excel.	<ul style="list-style-type: none"> Review (with COVID-19 in mind) then share the school's agreed vision with the community. Staff receive high quality training and are well supported with: their workload and well being; developing teaching methods Staff live by our school values Further develop relationships with parents Continue to ensure all staff are kept up to date with Safeguarding and understand how to support those families in need. Senior leaders to provide further training for less-experienced leaders to further develop their subject knowledge and leadership skills so they can impact positively on improvements to the curriculum. (OFSTED recommendation) Establish effective partnerships with other local schools Further develop the effectiveness of the governing body. 	•

QUALITY OF EDUCATION

Overall aim: To provide an exceptional education for all children

Success Criteria:

- Monitoring by leaders and external consultants celebrates that our school’s curriculum intent and implementation are embedded securely and consistently across our school. It’s coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Pupils’ work across our curriculum is consistently of a high quality.
- 100% of teaching and learning is good and better across the curriculum as evidenced in learning walks, book scrutiny, discussions with children and data analysis.
- 80% or more children make good and better progress with 75-85% achieving age related expectations and 25-35% exceeding age related expectations

Objective	When we are successful, what will it look like? (Refer to Ofsted handbook 2021)	Action	Lead Person	Start Date	Resources	Monitoring (who, how?)
<p>Further develop a well balanced and ambitious curriculum which reflects our school drivers and equips <i>all</i> children with skills for life.</p> <p>INTENT</p>	<p>The quality of education provided at our school is exceptional.</p> <p>It’s coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with special educational needs (SEN) and/or disabilities achieve exceptionally well.</p> <p>Our pupils study the full curriculum; it’s not narrowed.</p>	<p><u>Review long and medium term plans</u></p> <ol style="list-style-type: none"> Ensure Worplesdon curriculum drivers influence the delivery of the National Curriculum objectives: <ol style="list-style-type: none"> Developing teamwork & independence <ul style="list-style-type: none"> Thinking ahead of a new topic and giving children the opportunity to ‘plan’ their learning which will then form a basis for the topic. Allow children more freedom and choice of how to present their work. In line with CP in EYFS & year 1, allow time for children to be (e.g. stepping back and allowing them the opportunity to take their learning in their own direction, giving more opportunity for children to explore and demonstrate their learning in different ways). Observations in EYFS & Year 1 to observe CP, evaluate and consider how to apply in own year group Develop the use of Forest School to promote both teamwork and independence. Inspiring curiosity <ul style="list-style-type: none"> Seek the children’s views and opinions on the planned theme and incorporate their interests. Develop a variety of starting points including wow moments Encourage children to ask questions so that they can be included in planning the curriculum. Allow ‘time’ for children to explore these questions. Use outside agencies to introduce and support a topic e.g. drama groups. 	<p>Subject leaders</p>	<p>Sept 2021</p>	<p>Non contact time</p> <p>Quigley continuous provision £175</p>	<p>Curriculum & assessment focus group</p>

		<ul style="list-style-type: none"> ● Use real and current people who have been successful e.g. Steve Jobs, Usain Bolt. Include staff and parents’ successes to inspire the children. ● Re-introduce ‘immersion’ sessions, theme days ● Ensure all lessons have a purpose with meaning built around a context and what is relevant e.g. going to the local shop to spend money. ● Give children time to resource their own interests linked to what they are learning. ● Lesson plans enable children to recognise context of what they’re learning linked to real life e.g. fraction problems linked to sales, recipes. ● Introduce free writing weeks, dropping some 3 week cycle. <p>c) Building resilience</p> <ul style="list-style-type: none"> ● Ensure pre-assessments take place so pitch is appropriate ● Make cross curricular links so that there is more time to teach for depth ● Teach staff and children about Growth Mindsets and agree strategies we can use to ensure we are resilient. ● Promote a positive school and class environment to increase self-confidence and self-belief. ● Recap training - Emotional Literacy Support Assistance (ELSA). ● Use “be the best you can be strategies” e.g. booster sessions to build confidence. ● Parent workshops to share how they can support at home. <p>d) Instilling empathy</p> <ul style="list-style-type: none"> ● Build in planned opportunities to teach children the importance of empathy, as well as recognising unplanned opportunities to teach empathy both in class and out in the playground. ● Identify the values that are underpinned by empathy and ensure these monthly values are explicitly taught ● Recognise through rewards ● Share through assemblies and make links with other values ● Celebrate diversity <p>2. Promote a skills based curriculum</p> <ul style="list-style-type: none"> ● Visit other year groups and schools with a focus on skills based curriculum ● When planning with Quigley tool, ensure the characteristics of the learner are built into lessons ● Further develop the use of learning powers via Elli e.g. spider connections ● Build in entrepreneurial tasks e.g. brainstorming, creativity, planning, challenge ● Real life problem solving linked to STEM 				
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		<ul style="list-style-type: none"> • Parents to talk about different jobs • Celebrate the characters of good employee e.g. punctual, initiative, resourceful, polite • With skills at the heart of the planning, provide children the opportunity to lead planning 				
<p>Embed the implementation of a well designed curriculum that matches the needs of all children in all subjects across the school.</p> <p>IMPLEMENTATION</p>	<p>Our school's curriculum intent and implementation are embedded securely and consistently across our school.</p> <p>It's evident from what teachers do that they have a firm and common understanding of our school's curriculum intent and what it means for their practice.</p> <p>Across all parts of our school, series of lessons contribute well to delivering the curriculum intent. The work given to our pupils, over time and across our school, consistently matches the aims of our curriculum.</p>	<p>High quality teaching</p> <p>i. Staff development focusing on metacognition & self-regulation applying EEF recommendations:</p> <ul style="list-style-type: none"> • Professional understanding and skills to develop their pupils' metacognitive knowledge • Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning • Staff model their own thinking to help pupils develop their metacognitive and cognitive skills • Set an appropriate level of challenge to develop pupils' self regulation and metacognition • Promote and develop metacognitive talk in the classroom • Explicitly teach pupils how to organise, and effectively manage, their learning independently <p>i. Secure effective assessment systems by:</p> <ul style="list-style-type: none"> • Providing further DoL training • Pre-assessments • In class discussions between staff and children • Well deployed support staff • Well trained staff making good use of feedback, tackling misconceptions and planning opportunities to step back and observe • Planning quality interaction time to just talk with children and establish a true understanding of the child • Split lessons to assess over breaks then adjusting • Post-teaching assessment <p>i. Implement the adapted accredited phonics programme by:</p> <ul style="list-style-type: none"> • EYFS & English team to investigate accredited programmes • Liaise with other schools • Share finding with school leadership and decide on best programme for our school • Purchase programme and associated resources including reading books • Cascade training <p>v. Accelerate progress in writing by:</p> <ul style="list-style-type: none"> • Monitoring teaching of writing and identifying areas of need 	<p>KOB</p> <p>MC & LBC</p> <p>English team</p> <p>English team</p>	<p>Oct 2021</p> <p>Nov 2021</p> <p>Jan 2022</p> <p>Oct 2021</p>	<p>Course £245</p> <p>Update training £250</p>	<p>Curriculum & assessment focus group</p>

		<ul style="list-style-type: none"> Implement bespoke training on 3 week cycle Further training on read write spelling programme Introduce free writing weeks <p>Targeted academic support</p> <ul style="list-style-type: none"> Leaders to review the impact of previous interventions Analyse data and prioritise improvement Agree the most appropriate evidence-based intervention Staff development Review impact and adjust programme accordingly <p>Wider strategies</p> <ul style="list-style-type: none"> Staff development on SEN strategies Staff training for centre staff on mainstream practices, expectations and strategies 	LE-S	Oct 2021		
			SEND team	Nov 2021		
Further develop the curriculum to meet the needs of disadvantaged pupils and SEND	Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with special educational needs (SEN) and/or disabilities achieve exceptionally well.	<p>Mainstream</p> <p>Further training on Quality First Teaching led by SENCO for teachers & TA's SENCO to support staff in class, providing bespoke strategies for individual children</p> <p>SENCO to ensure interventions (research based) are in place across the school including Better Reading Partnerships, NELI, First Class Maths</p> <p>Exploit year 6 mentors</p> <p>Share of resources between milestones for SEND</p> <p>Special needs support centre</p> <p>Find opportunities for mainstream centre staff to meet / plan SEN</p> <p>Mainstream staff observe good practice in The Haven to inform their own delivery (e.g. use of visuals, sensory diet, now next)</p> <p>Haven staff observe good practice in mainstream to inform their own delivery with a particular focus on getting the children prepared for inclusion.</p>	SENDCo	Oct 2021	SEN Provision mapping software £750	Curriculum & assessment focus group
			JM & RP	Nov 2021		
Monitor the impact of our curriculum on:	Pupils' work across our curriculum is consistently of a high quality. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with special educational needs (SEN) and/or disabilities achieve exceptionally well.	<p>Staff monitoring</p> <p>Subject leaders to review:</p> <ul style="list-style-type: none"> Curriculum overviews Planning Children's work books Resources in place and identify further requirements Engagement within lessons Progress in lessons and by analysing data <p>Build in time for staff to observe each other</p> <p>Provide opportunities for team teaching</p> <p>Set up Teacher Research Group's</p> <p>Apply 'explore, prepare, deliver, sustain' model (EEF)</p>	Subject leaders	Oct 2021		Curriculum & assessment focus group
<ul style="list-style-type: none"> child engagement child's effort progress attainment <p>IMPACT</p>			SLT	Jan 2022		

		<p>Professional reading to become integrated into training programme</p> <p>Ensure staff workload is reasonable Purchase online resources as identified Support staff in working and distributing workload amongst 2 or 3 form entry Ensure each member of staff has a coach / mentor Further develop the well-being group</p>	ELT	Oct 2021		
Further develop 'enabling' learning environments	<p>Our staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum.</p> <p>The resources are chosen to meet the children's needs and promote learning.</p>	<p>Critically review own classroom environments against others by ensuring they:</p> <ul style="list-style-type: none"> ● Establish self-selection ● Promote independence ● Develop displays ● Are process driven not outcome ● Carry out a resource audit ● Collaborate, sharing ideas ● Share successful strategies 	SLT	Sept 2021		Curriculum & assessment focus group
Evaluation:			Financial Total: £1420			

Note: Not yet included:

- 'set up to succeed as opposed to challenge'
- Homework more structured in upper KS 2 to prepare for secondary!
- Diversity in resources e.g. books
- More variety reading materials
- Library use and well labelled

Personal development ideas – first couple of weeks back 'all about me' and relationships, more flexibility in timetable to react to needs of children Plan adequate time for learning including social, emotional development Buddies with haven

Continuation of annual subscriptions of essential resources and tools that support Quality of Education and Safeguarding:

Depth of Learning £775.00	CPOMs £940.00	PSHE Hub £125.00	PE Hub £380.00
Teach Active £975.00	Exxat £695.00	Twinkl £2050.00	Purple Mash £1150.00
Bug Club £1469.00	Classroom Secrets £1174.00 2 YRS	ReadWrite £920.00	TT Rock Stars £168.00

PERSONAL DEVELOPMENT

Overall aim: To provide develop, promote, enable and support pupils personal development ensuring their readiness for the next phase in education

Success Criteria:

- Pupils (and staff) will develop skills, underpinned by clear values, to be viewed as members of a wider society who demonstrate responsibility and respect; are confident and resilient learners who are able to conduct themselves wisely and behave with integrity.
- Pupils will have opportunities to experience an environment that promotes inclusivity so that all pupils can thrive together understanding that differences are a positive
- Pupils will recognise risks to their own wellbeing including online and offline risks and the dangers of inappropriate use of mobile technology and social media
- Pupils will have an age-appropriate understanding of healthy relationships through appropriate relationships and sex education
- Pupils will maintain an active lifestyle with ample opportunities to keep physically healthy and eat healthily throughout the school day

Objective	When we are successful, what will it look like? (Refer to Ofsted handbook 2021)	Action	Lead Person	Start Date	Resources	Monitoring (who, how?)
Develop children's knowledge and understanding of the wider global community including race, gender, disabilities and beliefs	<ul style="list-style-type: none"> • Preparing pupils for life in modern Britain • Understanding of British Values • Promote equality of diversity and opportunity • Pupils engage with views/beliefs that may differ from their own 	<p>The school will consistently promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique</p> <ol style="list-style-type: none"> 1. Equality taught and discussed explicitly 2. Invite a range of external speakers e.g. religious leaders (Rabbi, Imam, priest) , female firefighters and speakers that will challenge gender and race discrimination 3. Focus on a range of representations across the curriculum e.g. artists/authors/values/characters in stories 4. Questionnaire to parents to seek areas of expertise within a diverse community that can be shared across the school within class, year group or whole school assemblies <p>The school will continue to promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation</p> <ol style="list-style-type: none"> 1. Continue CPD for all staff regarding SEND and needs within the Haven to allow for smooth transition when pupils integrate into the mainstream 2. Promote inclusivity of external children e.g. Freemantles child integrating into mainstream 	Year group teams	Sept 2021	Books Art resources Parents/speakers £500	Subject leaders (art, LfL)

		3. Ensure representations of all categories are available for children to reflect on in their reading materials and learning resources				
Develop and value the talents and interests of pupils	<ul style="list-style-type: none"> Children are involved in celebrating the talents of others Achievements are celebrated and shared across the school 	<p>The school will continue to develop pupils' character, which Ofsted defines as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others</p> <ol style="list-style-type: none"> Staff will ensure time at the beginning of the academic year to find out about children's interests and talents ('get to know me' day). Information can then be fed into a whole school picture to formulate ideas for any additional provision 'Wow' boards around the school to add any celebration of talents or specific interest Offer a more comprehensive list of extra curricular clubs to cater for interests across the school 	Whole school	Sept 2021	Display boards around school	
Encourage maintaining an active lifestyle and to keep physically healthy	<ul style="list-style-type: none"> Health and fitness achievement celebrated in assembly Higher pupil participation in extra curricular sporting activities Pupil engagement in lessons improves due to active mind and limited hunger 	<p>The school will continue to develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities</p> <ol style="list-style-type: none"> Reinstate and promote daily mile or equivalent ensuring pupil motivation is considered through using motivational techniques Incorporate more physical brain breaks throughout the day Liaise with 12 fifteen catering regarding portion size and availability of salad vegetables for those who need to 'top up'. Work with pupils and parents to inform about healthy lunches – ensure pupils are not hungry and therefore distracted from learning Class teachers to explicitly teach healthy eating making links to learning, brain power and development School to offer a range of internally led extra-curricular activities School will promote healthy eating through exposure to cooking and recipes that can be tried at school and at home School will promote active travel options to school to include walking, scooter, cycling or park and stride in line with our Travel Plan 	PE lead LfL Lead	Sept 2021	Teach Active resources (already purchased)	PE lead 12 Fifteen catering Teachers
To develop pupils knowledge and understanding of how values	pupils will express an interest in supporting others including those in the wider community	<p>Develop a community outreach programme to include:</p> <ol style="list-style-type: none"> opportunities for local residents to visit the school inviting residents to events across the school year 	FGLC members ELT	From Mar 2022	consumables £100	ELT/HSLW

underpin their ability to become responsible, respectful and active citizens		<ol style="list-style-type: none"> 2. Invite residents/local community to use their skills/expertise to support the school e.g. gardening, sewing, cooking 3. Develop communication with residents to ensure neighbours are updated with school news 4. Develop a scheme whereby member of the local community can meet and create working groups to improve outcomes for the children e.g. paired reading, parent meet and greet 				
To develop and refine e-safety and specific child focused safeguarding lessons	<p>Pupils will recognise online and offline risks to their wellbeing</p> <p>Pupils will recognise the dangers of inappropriate use of mobile technology and social media</p>	<p>Staff will:</p> <ol style="list-style-type: none"> 1. Refine and develop the PSHE hub resources to ensure thorough coverage of risks at an age appropriate level 2. Continue their CPD to cover aspects of mobile technology and social media in an ever changing world 3. Liaise with parents regarding the strengths and dangers to pupil wellbeing when using mobile technologies and social media 4. inspire curiosity to further develop and deepen understanding of online and offline risks 5. find inspirational resources to explicitly teach a range of safeguarding elements in an age appropriate way e.g. using NSPCC Pants campaign to raise awareness of keeping ourselves safe from sexual abuse and exploitation; developing our healthy relationships programme to include friendships, familial relationships and intimate relationships 	<p>teachers</p> <p>ELT</p> <p>MC/LBC</p>		<p>PSHE Hub</p> <p>£125</p> <p>external training e-safety</p> <p>£250</p>	SLT
To provide children with a varied and rich set of experiences	<ul style="list-style-type: none"> • Demonstrate progression of skills from Quigley personal development 	<p>Use Quigley Personal Development criteria as an audit tool to support planning and pupil development. Assess pupils learning against personal development criteria</p> <p>Introduce on 'off curriculum' day that would support pupil interests and develop experiences that may otherwise not be had</p>	teachers	<p>Sept 2021</p> <p>Jan 2022</p>	<p>DoL subscription</p> <p>£775</p>	teachers ELT
Evaluation:			Financial total: £5250			

Personal development ideas – first couple of weeks back 'all about me' and relationships, more flexibility in timetable to react to needs of children Plan adequate time for learning including social, emotional development Buddies with haven

BEHAVIOUR AND ATTITUDES

Overall aim: To ensure all behaviours and attitudes are positive and consistently reflect the values of the school.

Success Criteria:

- All members of the school community act to respond to the learning process and not just the outcome.
- All members of the school community; children, staff, parents, wider community play a highly positive role in creating an inclusive learning environment.
- Any form of intolerance is actively dealt with and pupils are taught how to address and respond to negative comments and actions effectively.
- Pupils demonstrate excellent learning behaviour and staff use clear strategies to ensure the curriculum is engaging and rich.
- All members of school community take ownership and accountability for ensuring values based behaviours are embedded to ensure our children know how to be kind, caring citizens of the community and wider world.

Objective	When we are successful, what will it look like? (Refer to Ofsted handbook 2021)	Action	Lead Person	Start Date	Resources	Monitoring (who, how?)
All behaviour is exceptional including in learning environments.	<ul style="list-style-type: none"> • The school meets all the criteria for good in behaviour and attitudes securely and consistently. • Behaviour and attitudes are exceptional. 	<ul style="list-style-type: none"> • Half termly full day for relationship building activities to include times to talk as a class in a safe manner and environment. • All staff trained in and using emotional coaching consistently. • Make compliance visible but no shaming. • Good and consistent practice around class wide rewards. • Teach and reinforce SLANT • Ensure that transitions are effective and purposeful. • All classrooms and teaching staff are consistently implementing the behaviour ladder. • Children are trained how to move correctly and respectfully in communal areas. • Reward using creative techniques - cooking etc • All children take on leadership roles - peer mentoring on the playground etc. Development of Year 6 roles and responsibilities across the school • Attendance (100%) is rewarded by leadership teams. • Reciprocal trust building activities – plan time to build normal relationships, team building activities – 1 day per half term to plan in time to embed relationships • All children understand and respond to the behaviour ladder and when inconsistencies occur, time is taken to understand the needs of the child and individual support plans are put in place. 	SLT Liz Jeanette Jen M	Sep 2021	Time and coaching resources	SLT and ELT PFC gov group
Our pupils make a highly tangible contribution to the wider community	<ul style="list-style-type: none"> • Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils 	Community events are coordinated regularly and not limited to but can include: <ul style="list-style-type: none"> • Music performances • Members of the community to interact with (reading, craft etc) with the children. • Pupils visit the local community gardens 	SLT/ELT	2021	Flyers, leaflets and communications with the wider community.	SLT/ELT

	<p>make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.</p>	<ul style="list-style-type: none"> • Invite community members to talk about their life. • Grandparents/significant family member day. • Class assemblies are an effective conduit of communication of learning gains to parents and wider community. • Encourage Year 6 children to take on the role of leader and support peer mentoring programmes. • Children take ownership of wider life based learning - school based shop? 				
<p>Highly positive attitudes to school are in place.</p>	<ul style="list-style-type: none"> • Children know they are developing their resilience and ensuring they will use the language necessary for this. 	<ul style="list-style-type: none"> • Roll out learning metaphors – cat, tortoise, bee, spider. • Ensure that appropriate rewards are in place so that all children respond to the positive reward structure. • Increased collaboration between The Haven and Mainstream setting on 'what went well' (WWW) and 'even better if' (EBI) to ensure consistency of offering and provision. Peer mentoring and observations. <ul style="list-style-type: none"> • All pupils unique skills and talents are recognised and valued and peers support each other with values based education. • Ensure children show high standards of behaviour especially in toilets. • Ensure secure and positive relationships are built in both the mainstream setting and The Haven. • Peer support for children in The Haven. • Positive affirmations are included into the curriculum to ensure pupils see positivity in their learning environments. • Reward Values and positive behaviours with more creative approaches - tea with SLT member? 	<p>CB Haven</p>	<p>2021</p>		<p>SLT/ELT</p>
<p>Build relationships in the wider community.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Relationship building activities with Merrist Wood, Woodland Trust and Fairlands Community. • Community orchard, vegetable garden. • Eco group, eco warriors meet with representative from Fairlands community. Tree planting ceremony, water preservation activities group. • Parents invited in to share career routes and aspirations. • Build relationships to access planting and other resources for the playgrounds - fundraising? • Ensure that life skills are prioritised for children's learning. • Explicit teaching of manners - children can then understand a range of ways to say please and thank you and the importance of this. • Share with local community and beyond, the values-based education work the children and staff demonstrate and live by 	<p>School council</p>	<p>2021</p>	<p>Woodland Trust resources membership £350</p>	<p>School Council Year 6 Eco group.</p>
<p>Evaluation:</p>			<p>Financial cost: £1050</p>			

LEADERSHIP AND MANAGEMENT

Overall aim: Drive the strategic leadership of the school empowering all pupils and staff to excel.

Success Criteria:

- All members of the school community see themselves as leaders
- Leaders make sure teachers receive focused and highly effective professional development, and that teachers' subject, pedagogical and pedagogical content knowledge is developed over time thus translating into improvements in the teaching of the curriculum
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels, and that issues are identified and dealt with appropriately and quickly
- Staff consistently report high levels of support for wellbeing issues
- Have a clear and ambitious vision for providing high-quality education to all pupils, through strong, shared values, policies and practice.
- Engage effectively with pupils and others in the community, including parents, employers and local services
- Leaders are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period
- Leaders protect staff from bullying and harassment

Objective	When we are successful, what will it look like? (Ofsted handbook 2021)	Action	Lead Person	Start Date	Resources	Monitoring
Review (with the impact of the pandemic in mind) then share the school's agreed vision with the community.	Our leaders have a clear and ambitious vision for providing high-quality education to all pupils.	Reflect of our school vision and ensure a common understanding Use INSET day to explore how we can play our part in building a better world, reflecting on: <ul style="list-style-type: none"> · Improving happiness · Improving kindness · Developing friendship · Our partnerships beyond Worplesdon Build the staff reflections into the SDP 2021-24, share with community	KOB	Sept 2021	INSET day John Yates resources & training £800	Pupils, Families & Community Governor Group
Staff receive high quality training and are well supported with <ul style="list-style-type: none"> • their workload and 	Our leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they're consistently dealt with appropriately and quickly.	SLT to protect time for the year group team to plan, assess, coach /mentor Introduce well-being half day for each teachers, once a year (head teaches a teachers class for the day in thanks for hard work) & for support staff (teachers release for a half day, office cover each other) Introduce free breakfast each term to give thanks Set up staff clubs, socials, time to meet for lunch, shout out board, introduce kindness champions, appreciation mug, consider staff shout outs in Golden Leaf assembly (modelling to the children)	KOB	Oct 2021	Jane Reed coaching £500	Curriculum & Assessment Focus governor group

<p>well being</p> <ul style="list-style-type: none"> developing teaching methods 	<p>Our leaders ensure that teachers receive focused and highly effective professional development.</p>	<p>SLT to prioritise time for team meetings and to start with a 'checking in' on well being Build in opportunities for staff to work across schools, virtually(e.g. subject leader support) Introduce a sustainable coaching / mentoring model for all staff Staff umbrellas for playtimes and lunchtimes Well-being group set up initiatives e.g. take ten on a Tuesday after school Review teaching methods and adapt as necessary Reflect on timetables and support staff to be more flexible with their day Plan less, giving staff and children more time</p>			<p>£1000</p>	<p>SIP (Jo Freeman)</p>
<p>Staff live by our school values</p>	<p>This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic and beyond/during the transitional period.</p>	<p>Ensure all staff are living by our school values, modelling positivity, friendship, value for each other All staff to check in with each other, supporting but also pointing out where any staff behaviour is not reflecting the school code of conduct</p>	<p>RW</p>	<p>Sept 2021</p>	<p>Non-contact time provided</p>	<p>KOB</p>
<p>Build relationships with parents and the local community during constraints of COVID-19 to deliver an innovative and competitive parental offer to secure pupil placements.</p>	<p>Our leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.</p>	<p><u>Parents</u> Increase communication with parents including face to face chats, emails, phone calls to ensure partnerships are built Continue weekly emails and include activities for teaching kindness, friendship etc Staff to be proactive with communication rather than waiting for something to go wrong maximise the impact of parent consultations by actively asking parents about their wishes, careful planning Office team to continue to be supportive via calls, parentmail, website Develop Open days, responding to feedback Liaise with PTA to use social media positively</p> <p><u>Community</u> Working weekend on school grounds and into the community e.g. painting, gardening Greeting local community and passing on our thanks. Show random acts of kindness e.g. litter picking, outside Carol singing, support local charity, penpals in the community, Christmas cards to community, give pictures, poems & stories for the FLGCA magazine, harvest boxes, food bank</p>	<p>LBC</p>	<p>Sept 2021</p>	<p>IT support, new software</p>	<p>Pupils, Families & Community Governor Group</p>
<p>Continue to ensure all staff are kept up to date</p>	<p>We have a culture of safeguarding that supports effective arrangements to:</p>	<p>Continue to implement a safeguarding programme for all staff through annual INSET, termly staff meetings and weekly updates. Continue to share safeguarding messages with parents via monthly Safeguarding newsletters.</p>	<p>KOB</p>	<p>Sept 2021</p>	<p>INSET day</p>	<p>Safeguarding Lead Governor</p>

with Safeguarding and understand how to support those families in need.	<ul style="list-style-type: none"> · Identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation · Help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help <p>Manage safe recruitment and allegations about adults who may be a risk to pupils</p>	Weekly tips on improving mental health for children, parents and staff Embed the use of CPOMs across the school and improve quality of recording			£800 CPOMs	
Establish effective partnerships with other local schools	Engagement opportunities are focused and have purpose.	<p>The Haven (COIN co led with Freemantles):</p> <ul style="list-style-type: none"> • Establish sustainable partnerships between centre and mainstream to ensure bespoke inclusion programmes take place and are effective <p>Bright Futures Learning Trust:</p> <ul style="list-style-type: none"> • Governors to lead on the due diligence process • KOB secondment as Executive head for BFLT including WPS for Autumn term • Exploit opportunities for sharing of good practise • Exploit joint training opportunities 	KOB	Oct 2021	Non contact time provided by cover team	Pupils, Families & Community Governor Group
Experienced leaders take on responsibility for developing the pedagogical and subject knowledge of less experienced teachers.	<p>Our teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</p> <p>Senior leaders to provide further training for less-experienced leaders to further develop their subject knowledge and leadership skills so they can impact positively on improvements to the curriculum. (OFSTED recommendation)</p>	<p>Use links with Woking Confederation, Holy Trinity & Pewley Down, BFLT schools to provide support to subject leaders, sharing good practice, sharing resources, planning etc</p> <p>Senior leaders to support, mentor, coach as appropriate less experienced leaders</p> <p>Where appropriate, set up joint subject leadership</p> <p>Use external middle and senior leadership courses to develop future leaders</p>	RW	Nov 2021	Non contact time	Curriculum & Assessment Focus governor group
Further develop the effectiveness of the	Those responsible for governance understand their role and carry this out effectively.	Support school leadership in writing, implementing and reviewing a rigorous risk assessment during COVID-19. Review systems and processes in place to monitor the school, ensuring that school leadership's time is not compromised	RS (Gov)	Oct 2021	Consultants £1200	School Improvement Partner

governing body.	Our governors/trustees make sure we have a clear vision and strategy, and that resources are managed well and that leaders are held to account for the quality of education.					
Evaluation			Financial total: £12,900			

SUMMARY OF FINANCIAL IMPLICATIONS OF PLAN FOR 3 YEARS

Target number and title	Cost to school	Cost to PTA
Quality of Education	£34,896 (inc annual subscriptions) per annum	£30,000 (£10,000 per annum)
Personal Development	£5250	£500
Behaviours and Attitudes	£1050	£350
Leadership & Management	£12900	£0
Totals	£54,096	£30,850

CONTINUING PROFESSIONAL DEVELOPMENT OPPORTUNITIES WITHIN EACH TARGET

Target	Professional Development
Quality of Education	Middle leadership, Distributive Leadership, Rosenhines Principals, Metacognition, cognitive load theory, long term planning, medium term planning (based on themes)
Behaviour & Attitudes	Coaching, values based education, Internal Family System (IFS)
Personal Development	Teach Active, developing PSE, subject groups, community links
Leadership & Management	Coaching & mentoring, subject leadership, middle and senior leadership, outward facing schools

INSET DAYS 2021-22

1. Safeguarding & First Aid	2. SDP for 2021-24	3. SDP & Year Group Action Planning
4. TBC	5. TBC	

STAFF MEETINGS

Autumn Term 2021	Spring Term 2022	Summer Term 2022
Performance Management Refresher Training	Science Investigations	Using DoL to analyse data
Subject Leadership	SEND & Inclusion	Reading moderation
Rosenhine's Principals	Inner Curriculum (IFS)	Writing moderation
Cognitive Load Theory	Maths moderation	Maths moderation
CPOMs refresher training	Assessing and moderation of foundation subjects	Subject Reviews
COIN integration	Reading moderation	Sharing Good Practice (inc BFLT)
Reading moderation	Writing moderation	Data Analysis identifying whole school trends
Writing moderation		SDP review
Maths moderation		

In addition to the above a separate induction programme will be carried out.