

Federation of Wood Street Infant School & Worplesdon Primary School



School Development Plan 2022 - 2025

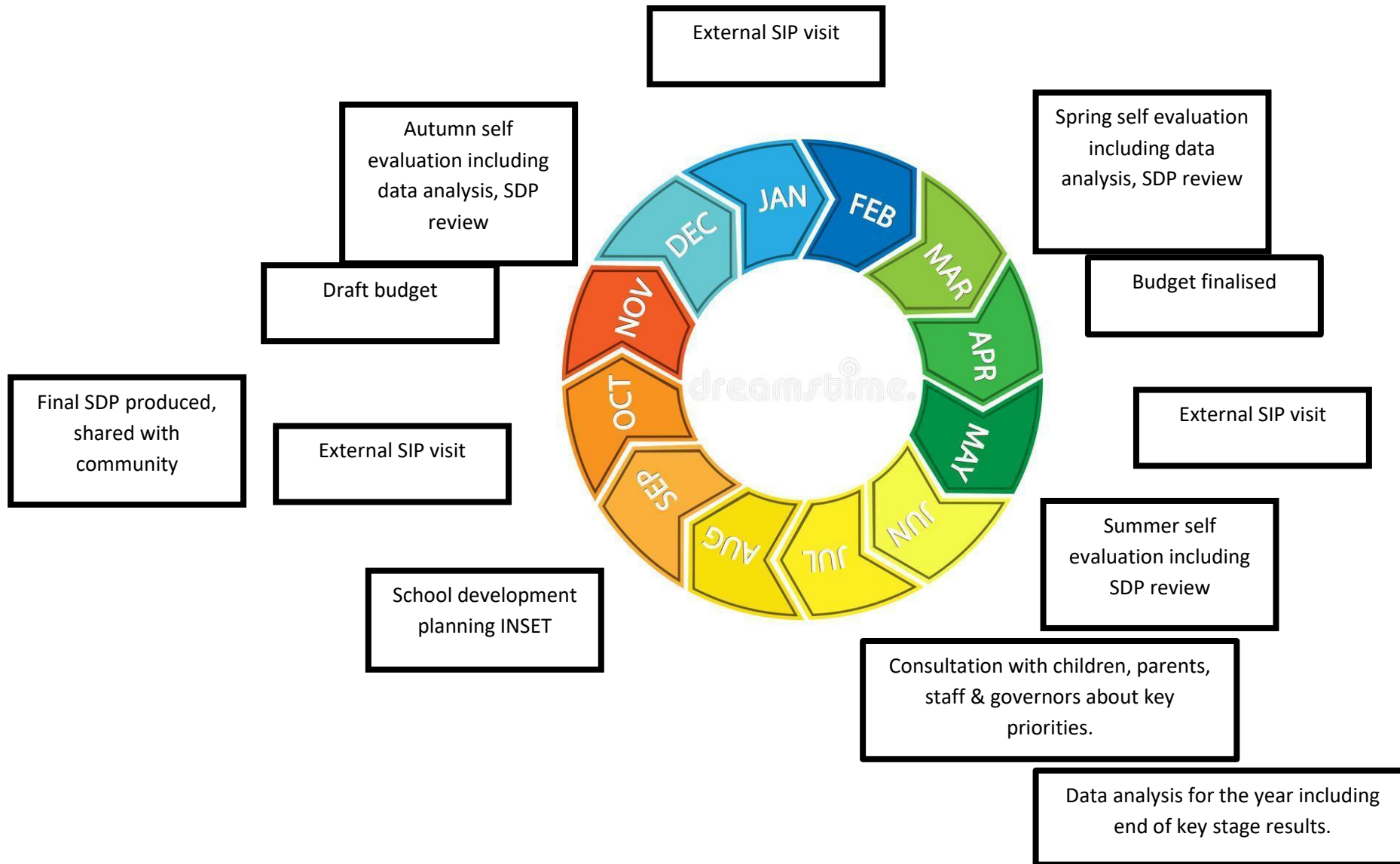
Note: Success criteria have been set for 2022-23. New criteria will be set for 2023-24 to reflect an upward trajectory.

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OUR PLANNING CYCLE



CONTEXT

Wood Street Infant School & Worplesdon Primary School federated on 21st September 2022; they benefit from one head teacher and one governing body. Wood Street Infant School is a one-form infant school. Worplesdon Primary School is two-form entry in the infant department and three-form entry in the junior department. Wood Street Infant School has feeder status into Worplesdon Primary School in year 3.

The federated schools benefit from twenty three full time equivalent teachers and three specialist teachers who teach French, PE and Music. Furthermore, we benefit from 5.6 non-teaching leaders, a full time equivalent SENDCo, home school link worker and teaching assistants across the schools.

VISION

At Wood Street Infant School & Worplesdon Primary School, 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 schools performance against the Ofsted Framework and as a result, identified the key priorities for the year ahead.
- Through a child survey and via our School Councils, 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.
- During Spring 2022, parent feedback was actively sought through a survey and feedback has been interwoven into the plan.

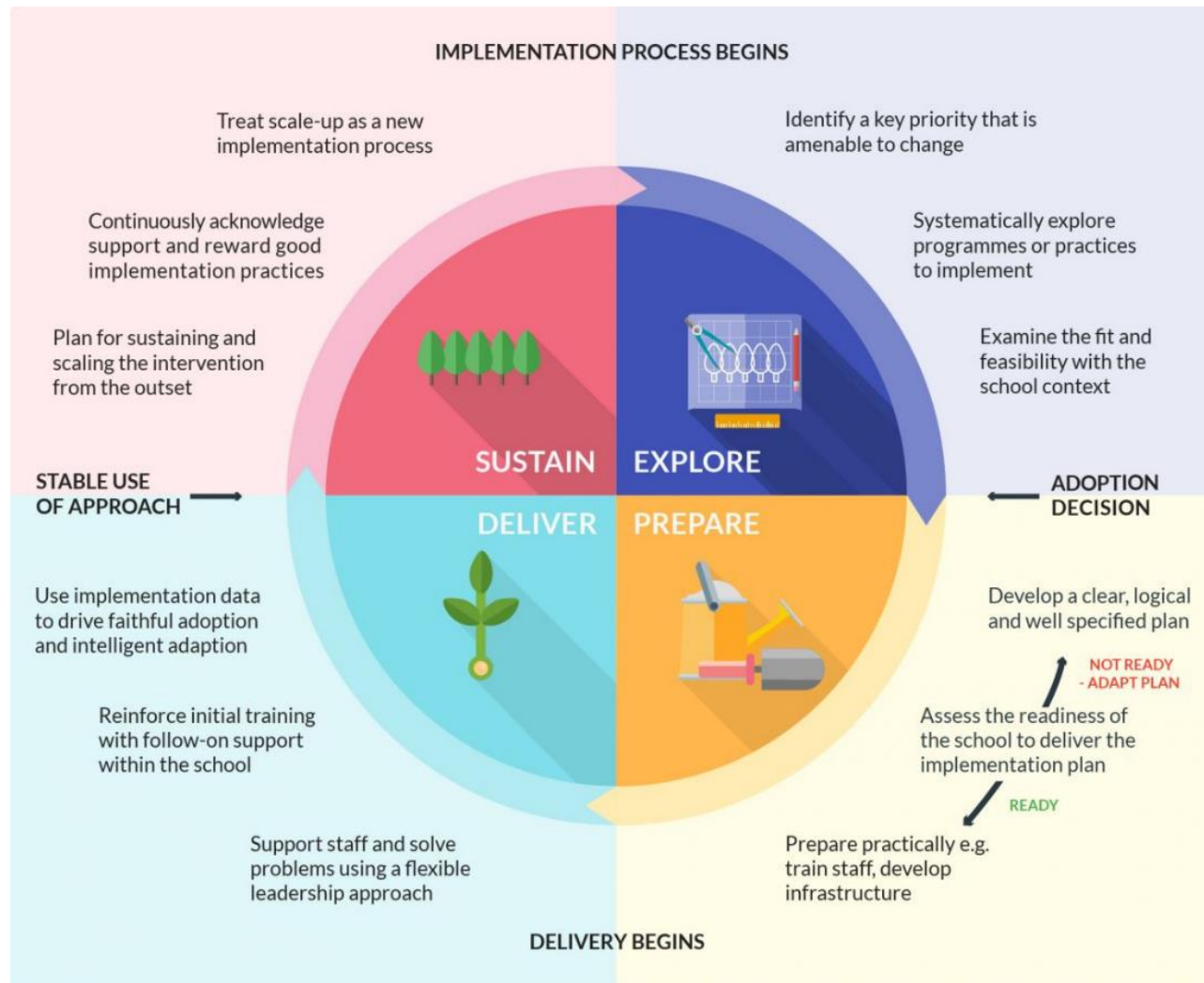
Planning & delivery of the School Development Plan meeting

- 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 in October and was shared on our school website.

Implementation of the plan

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

The EEF is an independent charity dedicated to breaking the link between family income and educational achievement. They do this by supporting schools to improve teaching and learning through better use of evidence. The EEF summarises the best available research evidence on a particular aspect of teaching and learning, and present actionable recommendations for practice.



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.
- Termly governor evaluations will take place through school visits, meetings with the community, evaluation of leadership actions and impact

Summary of the School Development Plan for Worplesdon Primary School 2022-25

Priority	Aim	Objectives	Evaluation January 2023
1. Leadership and Management	Build leadership capacity across the school including governance, leading to good and better progress within each year group and across the curriculum.	1.1 Share, implement & review the school's agreed vision with the school community and beyond. 1.2 Ensure the community has the resources, high quality training, effective systems, processes and structures to be successful. 1.3 Continue to ensure all staff are kept up to date with Safeguarding and understand how to support those families in need.	❖
2. Quality of Education	To provide an exceptional education for all children.	2.1 Review and adapt the curriculum design ensuring it is coherent and well sequenced, reflecting our school drivers and equips <i>all</i> children with the knowledge and skills for their next step in education. 2.2 Implement the coherent and well sequenced curriculum so that <i>all</i> children are equipped with the knowledge and skills for their next step in education. 2.3 Further develop the curriculum to meet the needs of all children including those under-served (disadvantaged) pupils and SEND	❖
3. Personal Development	To provide develop, promote, enable and support pupils personal development ensuring their readiness for the next phase in education	3.1 Develop opportunities to ensure the explicit teaching of emotional literacy, and a growth mindset to support positive mental wellbeing of pupils and staff 3.2 Promote maintaining an active lifestyle and further develop explicit teaching of the importance of keeping physically healthy 3.3 To provide children with a varied and rich set of experiences that will further develop understanding of inclusion, cultural diversity and social cohesion	❖
4. Behaviour and Attitudes	To ensure all behaviours and attitudes are positive and consistently reflect the values of the school and are outstanding	4.1 To continue to develop an enabling environment where pupils and staff personal interests are explored and developed; where a holistic view of individuals is nurtured; where challenge and curiosity is embraced and an understanding of how values underpin their ability to become responsible citizens 4.2 To implement the explicit teaching of and high quality delivery of the Federation Behaviour policy and ensure robust teaching strategies are deployed to enable exemplary learning behaviours and high expectations are modelled at all times. 4.3 To have a robust attendance policy which enables and supports the implementation of mutually respectful relationships and supports the underserved and disadvantaged.	❖

1. Leadership Action Plan

Overall aim: Build leadership capacity across the school including governance, leading to good and better progress within each year group and across the curriculum.

Success Criteria for 2022-23: Concise and accurate SEF in place; SDP written in collaboration with the school community and all staff understand its contents and are engaged with the key actions; 100% of Teaching and Learning is good or better based on the following evidence: formal observations, pop ins, work sampling, discussions with children, classroom environment, data; at least 80-90% meet end of year expectations or better with 25-35% exceeding end of year expectations ; 75-85% make good or better progress; Safeguarding audit completed with clear action plan which is successfully implemented; SLT have a good understanding of the pressures on staff and are able to provide support.

Objective	When we are successful, what will it look like? (Refer to Ofsted handbook 2022)	Action	Lead Person	Start Date	Resources	Monitoring (who, how?)
1.1 Share, implement & review the school's agreed vision with the school community and beyond.	1.11 Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.	<p>We will set high expectations of all pupils (including those who are harder to reach), ensuring these are embodied in leaders' and staff's day-to-day interactions with pupils.</p> <p>Share the vision</p> <p>Share the visions of both schools and be clear about how similar they are:</p> <ul style="list-style-type: none"> • Wood Street Infant School – <i>Love, life and learning</i> • Worplesdon Primary School – <i>Developing a love for life and learning.</i> <p>This is achieved by:</p> <ul style="list-style-type: none"> • Developing teamwork & independence • Inspiring curiosity • Building resilience • Instilling empathy <p>Ensure all staff understand the collective vision and the part each member of staff plays in this vision. When discussing the vision, identify the values that staff want to live by to ensure the vision is met e.g. professionalism, resilience, and teamwork.</p> <p>Clarify the importance of distributive leadership to be able to achieve our collective vision. Define distributive leadership and explore how we would like it to look at Worplesdon. Ensure we think about staff, children (including school council & year 6 leadership roles), parents (PTA) and governors when discussing leadership.</p> <p>Discuss the importance of performance management to support all staff development including leadership roles. Review and refine our goal for performance management at Worplesdon including the ongoing continued professional development programme for all staff to achieve individual and whole school targets (which are SMART). When considering our personal development, how can professional dialogue and challenge help to achieve our goals?</p>	Head	<p>Sept 2022</p> <p>Oct 2022</p> <p>Nov 2022</p> <p>Oct 2022</p>	<p>INSET</p> <p>Staff training</p> <p>Non contact time to fulfil PM duties effectively</p>	<p>Chair of Governors</p> <p>Pupils, Families & Community Governor Group</p>

	<p>1.12 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>Engaging with the wider community</p> <p>Continue to strengthen links with local community e.g. planting around Fairlands / Wood Street, litter picking, singing to local residents, communicate school news via FLGCA</p> <p>Explore the viability of a nursery for the federation of schools.</p> <p>Further develop wrap around provision including the club offer across the schools.</p>	<p>Head & deputies</p>	<p>Jan 2023</p> <p>Nov 2023</p> <p>Feb 2023</p>	<p>N/A</p>	<p>Chair of Governors</p> <p>Pupils, Families & Community Governor Group</p>
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<p>1.2 Ensure the community has the resources, high quality training, effective systems, processes and structures to be successful.</p>	<p>1.21 Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTS, build and improve over time. This includes building teachers' expertise in remote education.</p> <p>Leaders engage with their staff and are aware and take account of the main pressures on them.</p> <p>Leaders protect staff from bullying and harassment.</p>	<p>We will focus our attention on the education the school provides, aligning continuing professional development (CPD) for teachers and staff with the curriculum in a way which develops and strengthens teachers' knowledge over time whilst managing workload.</p> <p>Through senior leader meetings and staff training sessions (teachers and support staff), discuss the reality of 'distributive leadership' at Worplesdon. Identify barriers and consider enablers.</p> <p>Be mindful of workload and share strategies for managing workload (such as sharing across 3 classes within year group, online resources to aid creation of resources, protect non-contact time, time bond specific activities).</p> <p>Discuss the role of performance management and the associated CPD, considering what is going well and even better if (with a focus on staff values ... professionalism, resilience and teamwork). Explicitly share staff structure chart with associated roles and responsibilities.</p> <p>Audit the school, finding pockets of excellence for distributive leadership throughout the community including teachers, support staff, parents and children.</p> <p>Ensure time is protected for staff to communicate, share ideas so all staff have opportunities to lead change / improvements.</p> <p>Further develop the role of subject leaders and ensure have secure subject knowledge which they are able to impart to the rest of their team.</p> <p>Identify future leaders and give opportunities to work alongside experienced leaders.</p> <p>Find ways to develop year 2 and year 6 leadership roles (of the children) across the federation.</p> <p>Invest in training to whole staff on distributive leadership and performance management so that line managers understand effective performance management. Furthermore, training will include those being line managed and staff will understand their role in their own performance management as well as the role of their line manager. Ensure all line managers value the process and monitor staff workload, finding solutions swiftly.</p> <p>Ensure individual performance management targets are personal to the appraisee and develop the member of staff but that these targets reflect the three SDP targets identified in this plan.</p> <p>Training schedule (at least fortnightly) for teachers and support staff reflect performance management needs and teach leadership skills with the thought that we are all leaders in the classroom.</p> <p>External providers (both invited into school and staff going out of external courses) are part of the school training programme.</p> <p>Build in opportunities to observe great practise and to team-teach.</p> <p>Provide opportunities for staff to take risks and be innovative, feeding back their findings.</p>	<p>Head & senior leaders</p>	<p>Nov 2022</p> <p>Oct 2023</p> <p>Oct 2023</p> <p>Jan 2023</p> <p>Dec 2023</p> <p>Feb 2023</p> <p>Apr 2023</p> <p>June 23</p> <p>Jan 2032</p> <p>Oct 2023</p> <p>Oct 2023</p> <p>Oct 2023</p> <p>Jan 2023</p> <p>Feb 2023</p>	<p>Online subscription (e.g. twinkle, classroom secrets) £1400</p> <p>Non-contact time (HLTA team)</p> <p>Staff training</p> <p>Termly consultant moderate meetings (already in Q of E)</p>	<p>Resources Governor Group</p> <p>Pupils families & community working group</p>
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<p>1.22 Pupils' work across our curriculum is consistently of a high quality.</p> <p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with special educational needs (SEN) and/or disabilities achieve exceptionally well.</p>	<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> <p>Professional reading to become integrated into training programme</p>	<p>Head & senior leaders</p>	<p>October 22</p> <p>Jan 2023</p> <p>Mar 2023</p> <p>Oct 2023</p> <p>Jan 2023</p>	<p>Non contact provided by HLTA team already in staffing costs within budget</p>	<p>SIP visits</p> <p>LA visit</p> <p>Governor visits</p> <p>Head monitoring</p>
<p>1.23 Leaders are realistic and constructive in the way they manage staff, including their workload.</p>	<p>Ensure staff workload is reasonable</p> <p>Purchase online resources as identified</p> <p>Support staff in working and distributing workload amongst 2 or 3 form entry</p> <p>Ensure each member of staff has a coach / mentor</p> <p>Further develop the well-being group</p>	<p>Heads & deputies</p>	<p>Sept 2022</p>	<p>Online subscription (costed above)</p>	<p>Resources working group</p>
<p>1.24 Those responsible for governance understand their role and carry this out effectively. Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p>	<p>Develop the newly federated governing body:</p> <p>Revise Governance structures, Board Meetings, Focus Groups and working practices to ensure best practice nationally and effective discharge of statutory duties.</p> <p>Implement succession planning, annual self-review, skills audit and training and induction to ensure both capacity and capability within the GB.</p> <p>Implement an annual plan of work, including the strategic monitoring and assessment of the SDP, school visits and policy implementation ensure the school's performance is fully supported and held to account against Ofsted criteria and financial benchmarks.</p> <p>Implement mechanisms for transparency, accountability and continuous improvement of impact of Governance through (bi)annual statement, key performance indicators and 360 review.</p>	<p>Chair of working groups</p>	<p>Nov 2022</p> <p>Jan 2023</p> <p>Nov 2022</p> <p>Jan 2023</p>	<p>Annual training from LA (already in budget SLA)</p> <p>Safeguard training led by Vice Chair</p>	<p>Co-chairs & vice chair of governors</p>

<p>1.3 Continue to ensure all staff are kept up to date with Safeguarding and understand how to support those families in need.</p>	<p>1.31 The school has a culture of safeguarding</p> <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>We will be creating an environment where pupils feel safe, where bullying, discrimination, sexual harassment, sexual abuse and sexual violence (online and offline) are not accepted and are dealt with quickly, consistently and effectively</p> <p>Safeguarding</p> <p>Continue to implement a safeguarding programme for all staff through annual INSET, termly staff meetings and weekly updates.</p> <p>Continue to share safeguarding messages with parents via monthly Safeguarding newsletters.</p> <p>Implement new PSHE hub planning (including RSE little and often).</p> <p>Staff will:</p> <ul style="list-style-type: none"> ● Refine and develop the PSHE hub resources to ensure thorough coverage of risks at an age appropriate level ● Continue their CPD to cover aspects of mobile technology and social media in an ever-changing world ● Liaise with parents regarding the strengths and dangers to pupil wellbeing when using mobile technologies and social media ● Inspire curiosity to further develop and deepen understanding of online and offline risks ● 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>Head & senior leaders</p>	<p>Sept 2022</p> <p>Nov 2023</p>	<p>INSET Safeguard audit £1200</p> <p>CPOMs £1400</p> <p>DSL training PSHE Hub £125</p> <p>external training e-safety £250</p>	<p>Safeguarding lead Governor</p>
<p>Evaluation:</p>			<p>Financial Total £4000</p>			

2. Quality of Education Action Plan

Overall aim: To provide an exceptional education for all children

Success Criteria for 2022-23: Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce. Pupils' work in all core subjects in all year groups is consistently of a high quality. End of Key Stage results (in EYFS, year 2 & 6) are at least inline with the Surrey average with 85-95% or more children make good and better progress. 80-90% achieving age related expectations or better with 25-35% exceeding age related expectations. Pupils are ready for the next stage of education. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Objective	When we are successful, what will it look like? (Refer to Ofsted handbook 2022)	Action	Lead Person	Start Date	Resource	Monitoring (who, how?)
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<p>2.1 Review and adapt the curriculum design ensuring it is coherent and well sequenced, reflecting our school drivers and equips <i>all</i> children with the knowledge and skills for their next step in education.</p> <p>INTENT</p>	<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.</p>	<p>We will ensure that the extent to which our curriculum (through its design, structure and sequence) sets out the knowledge and skills that pupils will gain at each stage is ambitious, well sequenced, rigorous and meets all needs.</p> <p>Curriculum reviews in year groups</p> <p>Long term plans to ensure:</p> <ul style="list-style-type: none"> ● good coverage across each milestone ● themes are appropriate and not repetitive <p>Medium term plans to ensure:</p> <ul style="list-style-type: none"> ● they build up skills and knowledge in small sequential steps over time ● Worplesdon curriculum drivers influence the delivery of the National Curriculum objectives ● Assessment opportunities are planned for and inform future planning <p>Short term plans to ensure:</p> <ul style="list-style-type: none"> ● Teacher discussions within PPA start with the children's next steps (always ensuring that the basics are well embedded) ● Children are given enough time to achieve a LO, including open ended tasks which are focused on process not outcome ● They are designed with purpose and children understand where the lesson fits in the learning sequence ● Children's engagement is considered through layers of challenge, memorable opportunities (trips, workshops, immersion days) and creativity ● Use Quigley tool - characteristics of the learner are built into lessons ● Using learning powers via Elli e.g. spider connections ● Building in entrepreneurial tasks e.g. brainstorming, creativity, planning, challenge ● Celebrate the characters of good employee e.g. punctual, initiative, resourceful, polite <p>Subject leaders to review long and medium term plans to ensure there is good progression from EYFS to year 6.</p> <p>Curriculum reviews by subject leaders</p> <p>Subject leaders to monitor the implementation of planning (through book sampling, talking with children, data analysis, learning walks), providing feedback to staff on strengths, next steps and how the subject leader can support provision.</p>	<p>LBC with subject leaders, year leaders</p>	<p>Oct 2022</p> <p>Nov 2022</p> <p>Oct 2023</p> <p>Feb 2023</p>	<p>INSET led by Chris Quigley £2k</p> <p>Non contact time provided by HLTA team (already in staffing budget)</p> <p>Non contact time provided by HLTA team (already in staffing budget)</p>	<p>Governors</p> <p>School Improve Partner (through learning walks, talking to children, discussion with teachers, book scrutiny, planning sampling, leadership interviews).</p>
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<p>2.2 Implement the coherent and well sequenced curriculum so that <i>all</i> children are equipped with the knowledge and skills for their next step in education.</p> <p>IMPLEMENTATION</p>	<p>2.21 Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.</p> <p>Teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p>	<p>We will ensure our curriculum is taught and assessed, in order to support pupils to build their knowledge and to apply that knowledge as skills.</p> <p>Implementation of curriculum</p> <p>Staff development focusing on:</p> <ul style="list-style-type: none"> ● Metacognition & self-regulation ● Rosenshine's principles (e.g. reducing cognitive load, interleaving, retrieval practice) ● Maths with a focus on problem solving, reduction of worksheets ● Writing – 3 week cycle, spelling, handwriting, independence ● Phonics (based on staff need from learning walks & observations) ● P.E. with a focus on gymnastics and dance ● SEN strategies including high expectations, scaffold, challenge, visuals 	<p>RW with Subject leaders</p> <p>Year leaders</p>	<p>Oct 2022</p>	<p>PE specialist (within staffing budget)</p> <p>Maths consultant £500</p>	<p>Governors</p> <p>School Improve Partner</p>
	<p>2.22 Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>	<p>Secure effective assessment systems by:</p> <ul style="list-style-type: none"> ● Providing further DoL training (KS1&2) & Arc Pathways (EYFS) ● 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>MC with Senior leaders</p> <p>Subject leaders</p>	<p>Nov 2022</p>	<p>Assessment systems £3k (i.e Arc Pathways & Depth of Learning)</p> <p>External moderate £3,500 (termly)</p>	<p>Curriculum working group (governors)</p> <p>School Improve Partner</p>

	2.23 The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.	<p>Targeted academic support</p> <p>For 2022-23 Attach a non-teaching leader to each year group – support in PPA, design and delivery of interventions which will be sustainable beyond 2023.</p> <p>Using data analysis, identify different interventions including:</p> <ul style="list-style-type: none"> • In class intervention to keep up • Out of class intervention to keep up • Out of class intervention to catch up • Technological assisted interventions to provide 1:1 tutoring <p>Fortnightly book sampling facilitated by leaders to monitor impact, making adjustments to interventions as appropriate</p> <p>Analyse data termly and prioritise improvement</p>		Sept 2022		Curriculum working group (governors)
				Oct 2022 Nov 2022		School Improve Partner
2.3 Further develop the curriculum to meet the needs of all children including those under-served (disadvantaged) pupils and SEND	2.31 The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.	<p>The outcomes pupils achieve as a result of the education they've received will lead to children knowing more and being able to do more than when they started including those under-served and those with SEND.</p> <p>Meeting all needs</p> <p>Ensure teacher's use regular assessments to inform next steps</p> <p>Ensure teacher's & TA's teach all groups over the course of the week</p> <p>Continue to provide training focused on Quality First Teaching including the importance of reducing cognitive load, breaking learning into small sequential steps, spaced practice, interleaving, making connections</p> <p>SENDCo to support staff in class, providing bespoke strategies for individual children</p> <p>Use data analysis and curriculum review to inform a layer of interventions for each year group including:</p> <ul style="list-style-type: none"> • Before lesson – pre-teaching • In class – picking up on misconceptions live within lesson by teacher and TA • After lesson but before next lesson – keep up intervention • Outside of lessons – catch up interventions • The use of assisted technology to provide support at home and at school <p>Provide opportunities for staff in mainstream to observe those in the Haven (e.g. use of visuals, sensory diet, now next)</p> <p>Provide opportunities for staff in the haven to observe those in mainstream with a particular focus on getting the children prepared for inclusion. (e.g. access for all & layers of challenge)</p>	LBC with LES & RP	Nov 2022 Oct 2022 Nov 2022 Oct 2022 Sept 2022	SEND resources & training £5k	Governors School Improvement Partner
Jan 2023				Feb 2023		
Evaluation			Financial total £28, 500			

3. Personal Development Action Plan

Overall aim: To provide, develop, promote, enable and support pupils personal development ensuring their readiness for a fulfilling life

Success Criteria for 2022-23: 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 2022)	Action	Lead Person	Start Date	Resources	Monitoring (who, how?)
3.1 To provide children with a varied and rich set of experiences that will further develop understanding of inclusion, cultural diversity and social cohesion	3.11 The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.	<p>Equality of opportunity: 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> <p>Equality taught and discussed explicitly</p> <p>Invite a range of external speakers e.g. religious leaders (Rabbi, Imam, priest) , female firefighters and speakers that will challenge gender and race discrimination</p> <p>Focus on a range of representations across the curriculum e.g. artists/authors/values/characters in stories</p> <p>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>	Year group teams RE/LfL lead	Sept 2022 Feb 2023 Nov 2022 Jan 2023	Books Art resources Parents/speakers £500	Curriculum working group of governors
	3.12 The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.	<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> <p>Continue CPD for all staff regarding SEND and needs within the Haven and within the mainstream to allow for smooth transition with pupil inclusion</p> <p>Promote inclusivity of all children within school and to the wider community e.g. pupils with SEND from other placements, refugees, etc</p>	SENDCo/external specialists	Nov 2022 Sept 2022	Freemantles Outreach support £500	Curriculum working group of governors

	3.13 Demonstrate progression of skills from Quigley personal development	<p>Beyond the curriculum</p> <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>	Deputies	Feb 2023 Mar 2023	£700	Curriculum working group of governors
	3.14 Pupils will express an interest in supporting others including those in the wider community	<p>Develop a community outreach programme to include:</p> <p>Opportunities for local residents to visit the school inviting residents to events across the school year</p> <p>Grandparents Day and invite residents/local community to use their skills/expertise to support the school e.g. gardening, sewing, cooking</p> <p>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</p>	FGLC members ELT	Dec 2022 May 2023 Apr 2023	£300	Curriculum working group of governors
3.2 Promote maintaining an active lifestyle and further develop explicit teaching of the importance of keeping physically healthy	<p>3.21 Higher pupil participation in extra curricular sporting activities</p> <p>Pupil engagement in lessons improves due to active mind and limited hunger</p>	<p>Active lifestyle: 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> <p>Continue to promote daily mile or equivalent ensuring pupil motivation is considered through using motivational techniques</p> <p>Incorporate more physical brain breaks throughout the day</p> <p>Liaise with 12 fifteen catering regarding portion size and availability of salad vegetables for those who need to 'top up', including those children attending BFC & ASC.</p> <p>Work with pupils and parents to inform about healthy lunches – ensure pupils are not hungry and therefore distracted from learning</p> <p>Class teachers to explicitly teach healthy eating making links to learning, brain power and development</p> <p>School to offer a range of internally led extra-curricular activities</p> <p>School will promote healthy eating through exposure to cooking and recipes that can be tried at school and at home</p> <p>School will promote active travel options to school to include walking, scooter, cycling or park and stride in line with our Travel Plan</p>	<p>PE lead</p> <p>SBM</p> <p>LfL Lead</p> <p>PE leads</p> <p>Science & PSHE leads</p>	<p>Feb 2023 Sept 2022</p> <p>Dec 2022 Jan 2023</p> <p>Sept 2022 Nov 2023</p> <p>Jan 2023 Jan 2023</p>	Teach Active resources (already purchased)	<p>Curriculum working group of governors</p> <p>SIP visits</p>

<p>3.3 Develop opportunities to ensure the explicit teaching of emotional literacy, and a growth mindset to support positive mental wellbeing of pupils and staff</p>	<p>3.31 Pupils' confidence, resilience and knowledge is high and children are able to keep themselves mentally and academically healthy</p>	<p>Resilience & growth mindset: 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> <p>Staff will explicitly teach and model strategies to develop a growth mindset</p> <p>Curriculum design will incorporate opportunities to 'slow down' and revisit, ensuring success for all</p> <p>Progress will be celebrated as much as attainment – pupils to be aware of their individual starting points and the progress they've made against this</p>	<p>PSHE leader</p>	<p>Dec 2022 Nov 2022 Oct 2022</p>	<p>Jigsaw LfL resources £500 Quigley curriculum training (holistic approach)</p>	<p>Curriculum working group of governors SIP visit</p>
<p>Evaluation:</p>			<p>Financial total: £3250</p>			

4. Behaviour & Attitudes Action Plan

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

Success Criteria for 2022-23: Pupils and staff have a clear understanding of learning behaviours in lessons and implement self regulation strategies as needed. Pupils implement growth mindset strategies to ensure conduct in class and within the school community is of the highest standard. Pupils and staff understand how values influence behaviour choices and use these to support their relationships within the school community. Pupils have a clear idea of how to conduct themselves and show positive behaviour choices in all contexts. Pupils have a positive attitude to coming to school and staff proactively support families who struggle with arriving on time or are long term absences. Staff have a clear understanding on how to ensure a fair and restorative approach in line with the school behaviour policy, is implemented and enforced.

Objective	When we are successful, what will it look like? (Refer to Ofsted handbook 2022)	Action	Lead Person	Start Date	Resources	Monitoring (who, how?)
4.1 To continue to develop an environment where pupils and staff personal interests are explored and developed; where a holistic view of individuals is nurtured; where challenge and curiosity is embraced and an understanding of how values underpin their ability to become responsible citizens	<p>4.11 Children are involved in celebrating the beliefs and values of others</p> <p>Children are involved in celebrating the talents of others</p> <p>Achievements and values are celebrated and shared across the school</p>	<p>Living by our values: 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> <p>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</p> <p>'Wow' boards around the school to add any celebration of talents or specific interest</p> <p>Offer a more comprehensive list of extra curricular clubs to cater for interests across the school</p> <p>Within lessons, pupils will have opportunity to ask questions that may be recorded and answered over time</p> <p>Pupil interests will become incorporated into curriculum design</p> <p>Introduce a time within the curriculum for pupils to share exciting personal news item/show and tell</p> <p>Within assembly time/LfL – acknowledge religious festivals beyond Christianity</p> <p>VbE to become embedded in all areas of learning</p>	PSHE Leader	<p>Sept 2022</p> <p>Jan 2023</p> <p>Nov 2022</p> <p>Oct 2022</p> <p>Jan 2023</p> <p>Jan 2023</p> <p>Oct 2022</p> <p>Jan 2023</p>	<p>Display boards around school</p> <p>Timetables</p>	<p>Year group leaders/SLT (Learning walks</p> <p>Pupil interviews</p> <p>School Council feedback</p> <p>SIP visits</p> <p>Governor visits</p> <p>Pupil, parent & staff surveys)</p> <p>ELT to monitor assembly input</p>

<p>4.12 Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p>	<p>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Create the right environment</p> <ul style="list-style-type: none"> ● Critically review own classroom environments against others by ensuring they: ● Establish self-selection ● Promote independence ● Develop displays ● Are process driven not outcome ● Are well equipped with the right resources ● Are distraction free ● Have informative working walls for children to access ● Have children's tables oriented so they can see the role modelling at the front of the room ● Promote mixed ability seating <p>Ensure children are ready to learn by:</p> <ul style="list-style-type: none"> ● Using zones of regulation daily (& taking action as necessary) ● Providing breakfast (for those not having breakfast at home) ● Setting up healthy snack station in KS1 & 2, inline with EYFS ● Using split lessons which provide flexibility to respond to children's needs <p>Set up whole school routines to include:</p> <ul style="list-style-type: none"> ● Good quality early morning activities ● Transition expectations (e.g. to assembly, to lunch, to hall for PE) <p>Teach staff and children about Growth Mindsets and agree strategies we can use to ensure we are resilient.</p> <p>Promote a positive school and class environment to increase self-confidence and self-belief.</p> <p>Recap training - Emotional Literacy Support Assistance (ELSA).</p> <p>Use "be the best you can be strategies" e.g. booster sessions to build confidence.</p> <p>Parent workshops to share how can support at home.</p>	<p>ELT</p>	<p>Sept 2022</p> <p>Dec 2022</p> <p>Jan 2023</p> <p>Jan 2023</p> <p>Feb 2023</p> <p>Mar 2023</p> <p>June 2023</p>	<p>Non contact time covered by HLTA (already in budget)</p>	<p>Year group leaders/SLT (Learning walks</p> <p>Pupil interviews</p> <p>School Council feedback</p> <p>SIP visits</p> <p>Governor visits</p> <p>Pupil, parent & staff surveys)</p> <p>ELT to monitor assembly input</p>
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<p>4.2 To have a robust attendance policy and set high expectations.</p>	<p>4.21 Children know they are developing their resilience and ensuring they will use the language necessary for this.</p> <p>Attendance target of 97% is achieved. Persistent Attendance is reduced from 20% to 10%</p>	<p>Attendance: We will be looking for a strong focus on attendance and punctuality, including clear and effective behaviour and attendance policies that all staff apply consistently and fairly. Actions will include:</p> <p>To celebrate children who have a good attendance e.g. certificates.</p> <p>Explore reasons for lateness – pastoral support.</p> <p>Clearly communicate consequences with parents – letter explaining impact on learning.</p> <p>Share impact on self-esteem with parents</p> <p>Support plan – SLT targeting – building relationships - what can we do to ensure children are in school?</p> <p>Educating children and families on being punctual – links to jobs in future.</p> <p>Consider reporting class attendance figures.</p> <p>Share real life examples for children .</p> <p>Share top tips for remaining punctual</p>	<p>ELT / SLT</p>	<p>Jan 2023</p> <p>Oct 2022</p> <p>Sept 2022</p> <p>Sept 2022</p> <p>Oct 2022</p> <p>Jan 2023</p> <p>Jan 2023</p> <p>Feb 2023</p> <p>Oct 2022</p>	<p>Letters</p> <p>Newsletter/newsflash</p> <p>Assemblies</p> <p>WPS office</p> <p>Additional HSLW (staffing)</p>	<p>Pupils families and communities working group (governors)</p>
<p>4.3 To implement the explicit teaching of and high quality delivery of the Federation Behaviour policy and ensure robust teaching strategies are deployed to enable exemplary learning behaviours and high expectations are modelled at all time</p>	<p>4.31 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>Consistent routines: The school will consider how well leaders and staff create a safe, calm, orderly and positive environment, and the impact this has on behaviour and attitudes. We will want to see a calm and orderly environment in the school and classroom including clear routines and behaviour expectations across all aspects of school life. This will include:</p> <p>Communicate all expectations to all stakeholders (parents/community etc).</p> <p>Draw links with behaviour ladder.</p> <p>Explicit non-negotiables across school.</p> <p>Teachers modelling routines – lining up/break and lunch time.</p> <p>Encourage independence within routine eg morning preparation – setting up etc. Scaffold for children as and when needed.</p> <p>Support children when out of routine (pre warning/social stories) e.g. sports days/events etc.</p> <p>Model expectations.</p> <p>Remind children of expectations when out of routine (new adult/cover etc).</p> <p>Verbal and visual reminders in all classrooms.</p> <p>Team meetings regularly in place and carried out to discuss children and ensure consistency of approach.</p>	<p>ELT/SLT</p>	<p>Oct 2022</p> <p>Oct 2022</p> <p>Nov 2022</p> <p>Dec 2022</p> <p>Sept 2022</p> <p>Sept 2022</p> <p>Sept 2022</p> <p>Nov 2022</p>	<p>Training – behaviour and expectations</p> <p>Visual timetables and Haven visual timetables training</p> <p>£300</p> <p>Planned in meetings</p> <p>Letters to parents</p>	<p>Pupils families and communities working group (governors)</p>
<p>Evaluation:</p>			<p>Financial total £1600</p>			

SUMMARY OF FINANCIAL IMPLICATIONS OF PLAN FOR 3 YEARS

Target number and title	Cost to school	Cost to PTA
Leadership & Management	£4000	TBC
Quality of Education	£28,500	TBC
Personal Development	£3250	TBC
Behaviour & Attitudes	£1600	TBC
Totals		

CONTINUING PROFESSIONAL DEVELOPMENT OPPORTUNITIES WITHIN EACH TARGET

Target	Professional Development
Leadership & Management	John Yates, coaching, middle leader and senior leader NPQ's
Quality of Education	Maths mastery, assessment, moderation, teaching 3 week cycle, curriculum design, SEND strategies, scaffold & challenge, outdoor learning, phonics
Behaviour & Attitudes	Behaviour management, SEND strategies, positive touch, MAPPA
Personal Development	Values based education, safeguarding

INSET DAYS 2022-23

1. Safeguarding	2. SDP for 2022-25	3. Curriculum
4. Special needs	5. Curriculum	

STAFF MEETINGS

Autumn Term 2022	Spring Term 2023	Summer Term 2023
Behaviour Management	PE - gymnastics	PE - dance
Maths mastery	SALT, EAL	Outdoor learning
Moderation in reading, writing & maths	Moderation in reading, writing & maths	Moderation in reading, writing & maths
Assessment in foundation subjects	Assessment in foundation subjects	Assessment in foundation subjects
Growth mindset	SEND	SEND
Cognitive Load	Computing	Science
Retrieval and Long Term Memory	Assisted technology	Interventions
Meeting the needs of the under-served	Meeting the needs of the under-served	Transition

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