

# Blossom Federation

Daubeney, Sebright and Lauriston



and in partnership with Colvestone Primary School

## **School Development Plan 2023 - 2024**

# **School Development Plan 2023 - 2024 Contents**

1. School Development planning process
2. School Development Priorities
3. School Development on a Page
4. School Development Priority - SDP1 To ensure consistency in teaching and learning across the school
5. SDP 2 To use language and oracy in the curriculum
6. SDP 3 To ensure consistency in content and the mechanics of writing
7. SDP 4 To increase knowledge and understanding of living in a sustainable world
8. SDP 5 To develop our workforce to have exceptional impact on our children's outcomes

# SEBRIGHT PRIMARY SCHOOL

## The School Development Plan Process 2023-2024

Each year the staff, children and governors review the progress we have made and identify areas of focus for continued Development for the future. For this academic year we have created teams relating to STEM, Creative, Literacy and PHSE. These teams have a member of SLT overseeing them and a mixture of subject leads, UPS teachers and other teacher. They have created action plans that link to our SDP and these have been used to create the actions in each of the 5 priorities. This self-review and evaluation is part of our ongoing school Development cycle and helps us to devise the 'School Development Plan' or SDP.

The SDP runs in line with the academic year from September 2023 – July 2024. You will be familiar with the process by now, but throughout the year there will be updates about our progress on the School Development Plan and it is very important that all members of the school community have the opportunity to contribute towards this plan. All parents, staff and school governors are asked to contribute, as of course are the children.

Other areas which contribute to the School Development Planning Process:

- school data and assessment indicators
- key under performing groups
- trends and suggestions from our stakeholder questionnaires
- objectives as set by Hackney Education
- issues which have arisen from our own monitoring of teaching and learning
- our own strategic direction for the school e.g. Forest Schooling etc.

The plan is then formulated using this information. The purpose of the School Development Plan is to review and evaluate the impact of the previous year's developments, identify key areas for school Development and to outline the action to be taken in key areas.

## Governors and the School Development Plan

The monitoring of the School Development Plan is delegated to Governing Body committees:

- The Curriculum and Standards Committee (Teaching & Learning Committee at Colvestone) monitors curriculum related matters. Subject Leaders may make presentations to the committee and the termly report updates governors on the progress made in these areas. There are

governors with areas of responsibility such as English, Maths and Safeguarding. These governors are asked to make a visit to the school to meet with leaders and to present a short report about their visit to the Committee.

- The Finance & Staffing Committee (Finance & Resources Committee at Colvestone) monitors Staffing and personnel decisions. They review the links between School Development, CPD, Teaching and Learning and pay as part of a rigorous appraisal circle.

The Executive Head Teacher and Heads of School will meet with the Local School Committee chairs and Chair of Governors to share the planning stages of this document, their ideas and developments.

## School Development Planning 2023-2024

Task	Start Date	Person Responsible	Consultation process	Completion Date
Steering overall process & Initial discussions	Summer 1 / Summer 2	Robin Warren	HoS Meeting Senior Leadership Meetings	May/June 2023 onwards
Federation SLT Meeting to outline process and initial areas for focus	April 2022	Robin Warren	Federation SLT Meeting	April 2022
Children's Questionnaire circulation	May & June 2024	Anna Lucey Lucie Collins Gregory Logan	SLT Meeting	June 2023
Staff Questionnaire circulation	June 2023	Robin Warren	SLT Meeting	June 2023
Parents & Carers Questionnaire circulation	June 2023	Robin Warren Heads of School	SLT Meeting	June 2023
Collating information for planning of SDP	July 2023	Robin Warren & SLT's	School Self Review Process Leadership Team Meetings	July 2023
Analysis of EYFS, Phonics, SATS and MTC Data to inform priorities	July 2023	Assessment Leads	SLT Meetings	July 2023
Deciding priorities and aims within SDP	July 2023	Senior Leadership Teams	Responding to indicators plus Questionnaires to staff, parents and carers, governors and children EYFS, KS1 & KS2 data etc	July 2023
Drawing up draft SDP action plans	July 2023	Senior Leadership Teams	Senior Leadership meetings	July 2023
Current SDP Evaluated and summary report completed	July 2023	SDP Nominated Lead	Senior Leadership Meetings	July 2023
Meet with Local School Committee chairs	July 2023	Robin Warren Heads of School	LSC's in Autumn Term	July 2023

		Local School Committee chairs Chairs of Governors		
Other In-Year Data analyses to inform final draft	July/August 2023	Assessment Leads	Senior Leadership Meetings	August 2023
Draft Ready to inform September INSET SDP Presentation	August 2023	Robin Warren Heads of School Nominated member of SLT	SLT's	Sept 2023
SDP Headlines communicated to staff, parents and Governors	September 2023	Robin Warren (Federation wide) Heads of School	SLT's	Sept 202
SDP Objectives published in all school communal areas	September 2023	Heads of School	SLT's	Sept 2023
Edit	September 2023	Nominated Member - SLT	Senior Leadership Team	30th Sept 2023
Producing and circulating written plan to staff and governors	September / October 2023	Nominated Member of SLT	Staff INSET GB Meeting	September / October 2023
Subject Leader/Team Action Plans	October 2023	Heads of School	SLT's	Half Term
SDP shared with LSC's	Termly	LSC	LSC	Termly
SDP Newsletter Published	October 2022 February 2023 June 2023	Robin Warren & Nominated Member of SLT	EHT	Termly
SDP Review	Termly	Heads of School Nominated Member of SLT		Termly
Questionnaires to staff, pupils and families...cycle begins again	Summer Term	SLT	Headteacher	Summer Term

## School Improvement Indicators

<b>School Data &amp; Assessment</b>	<b>Teaching &amp; Learning</b>	<b>Staffing</b>
<p>Progress in Writing across the school, including the lowest 30% needs to be accelerated  Focus on children with PP funding in Y3  PPG gap in year 6 is no longer evident and in some areas there is a positive gap for PPG children  Practice for SATs in Year 6 to begin early  Support for reading to start in September for all year group  Timetables support for Year 4 to begin in October.  July 2022 Data:  Nursery  - C&amp;L focus; speaking in full sentences “I know how...”  Reception  - summer born children 81% exp; continued focus on C&amp;L; PPG and Non-PPG achieving the same  Year 1  - Maths strongest; writing weakest (8% difference) fine motor skills identified as an area of focus; PP and Non-PPP similar (above in writing); 12% of pupils did not pass the phonic screening.  Year 2  - maths strongest; writing weakest (33% below); PPG and non-PPG 3% - 5% difference R+W; Maths 12% difference, all lower than previous year so gap is closing.  Year 3  - Writing and maths in low 60s%; Reading 70% and combined 50%; PPG and non-PPG R 7%, W 20% &amp; M 22% difference; boys behind in all subjects  Year 4</p>	<p>Embed whole class reading from Y3 - Y6  Develop language for writing across the school - Talk4Writing  Improve handwriting (presentation) &amp; spelling in Y2 and across KS2  Phonics teaching from YN - Y3 systematically planned relating to phonics phases and linked to DSR - New Phonics and EYFS &amp; Y1 Lead, Year 1 supported by Head of School for phonics and DSR  4th year of NCETM NE London hub to improve language use to develop knowledge and understanding, embedding mastery in mathematics.  SLT &amp; Cover teacher timetabled to support teaching &amp; learning across the school  Full time Music teacher to plan and teach music from N - Y6 in line with new guidance for music.  Floor books for CC and Science to continue to influence the way teaching and learning is delivered - exciting and engaging activities that encourage talk.  CPD designed to meet the needs of all groups of teachers, ECT, main scale and UPS</p>	<p>UPS teachers to have a specific role within one of the 5 priorities  Cover teacher to ensure SLT can focus on school priorities  CPD to be focused on Safeguarding, SEND and school priorities.  New full time Music Teacher who will also support performances and continue with the choir.  3 new ECT, 2 in Year 1 of teaching and 1 in Year 2 of teaching supported by partner teacher, mentor and tutor.  3 new support staff being supported by Deputy Head and SENDCo.  New Induction for staff in place.</p>

<p>- 63% in R &amp; W and 67% M; combined 49%; PPG and non-PPG 15% in R, W and Maths; Year 5 - between 67% and 70s% all subjects; combined 61%; boys about 15% behind girls in maths; PPG and non-PPG 19% behind in reading, 10% behind in writing and 31% maths Year 6 - reading 85% (27% above) maths 78% (31% above) writing 80% (22% above); combined 71%; PPG and non PPG W only 2% difference; reading 9% and maths 10%;</p>		
<p><b>Questionnaires</b></p>	<p><b>Other</b></p>	
<p>Parents would like better communication via the website. Majority of parents feel that their child has not been bullied at school. Parents are not always aware of the progress their child is making. Staff feel that outdoor play, phonics and reading in the lower school and timely communication has improved. However, staff absences add to workload and stress and not always knowing soon enough about changes.</p>	<p>Parental engagement for trips, assemblies and in class support - audit of skills Focus on staff looking at how to support their own wellbeing. More fun activities for team building with the staff. Parental support for events and fundraising. Implement resources teams fully to ensure school remain tidy and fit for purpose Sand pit for KS1 &amp; 2 playground, water play areas in KS1 &amp; 2 playground and further develop play areas (OPAL)</p>	



# School Improvement Indicators Exemplars

<b>School Data &amp; Assessment</b>	<b>Teaching &amp; Learning</b>	<b>Staffing</b>
<ul style="list-style-type: none"> <li>● raise attainment in EYFS to ensure majority of children achieve a GLD</li> <li>● Boys attainment in all areas of the curriculum</li> <li>● Narrow PPG gap in all year groups</li> </ul>	<ul style="list-style-type: none"> <li>● Improve quality of teaching in writing</li> <li>● Implement Forest School curriculum</li> <li>● Teaching across the school needs to be consistent between classes and year groups.</li> <li>● Developing children’s understanding and use of vocabulary.</li> <li>● Children to be taught explicitly about sustainability and reducing waste.</li> </ul>	<ul style="list-style-type: none"> <li>● 15 Class teachers</li> <li>● 1 Unqualified teacher</li> <li>● 1 cover teacher (currently on leave)</li> <li>● 8 UPS teachers</li> <li>● 4 full time SLT</li> <li>● 1 Federation Pastoral Care Lead (3 days) SLT</li> <li>● 1 EYFS &amp; Y1 Lead</li> <li>● 2 ECT, year 1</li> <li>● 1 ECT, year 2</li> <li>● 14 experienced LSA</li> <li>● 3 new LSA</li> </ul>
<b>Strategy</b>	<b>Questionnaires</b>	<b>Premises</b>
<ul style="list-style-type: none"> <li>● Focus on behaviour</li> <li>● implementation of new appraisal procedures</li> <li>● improve links with parent community</li> <li>● increase pupil role</li> </ul>	<ul style="list-style-type: none"> <li>● improve parental engagement</li> <li>● revise communications</li> <li>● ensure focus on staff wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>● Development of OPAL initiative</li> <li>● development of cafe area</li> </ul>

# Brainstorm Template

CPD FOR TEACHERS – LAURA  
STAFF, HACKNEY EDUCATION'S  
PARENTAL ENGAGEMENT LEAD

Lowest 30% Policy – inviting parents in for one-to-one meetings to discuss reasons for their child not being at an expected level in Year 1.



**Improving parental engagement**

Teachers across the school to build relationships with all parents by talking after school, phoning and/or inviting parents into school.

PLANNED EVENTS AND WORKSHOPS  
THROUGHOUT THE YEAR TO ENGAGE  
PARENTS

## School Development Priorities Poster

As an outstanding school, we are always looking for ways to improve to make sure everyone at Sebright develops in to **confident life long learners**.



Here is what we are focusing on this year:

1. To ensure consistency in teaching and learning across the school.



We want to learn great things in all corners of Sebright School.

2. To use language and oracy in the curriculum.

We want to be able to show off our learning in exciting ways!



3. To ensure consistency in content and the mechanics of writing.



We want to share our learning and skills in writing in different ways

4. We want to increase our knowledge and understanding of living in a sustainable world.

We need to know how to keep our planet healthy.



5. To develop our workforce to have exceptional impact on our children's outcomes.



Life and learning is so much better when we feel happy, healthy and safe.

2023 - 2024



This document outlines how all leaders will work towards achieving our *School Development Priorities* and the actions to achieve them. Each of these priorities are allocated CPD/INSET time throughout the year and are the focus of whole school monitoring and learning walks during the year. Outside reviews of the school will also focus on these priorities and the progress we are making towards them e.g. Hackney

Education SIP Process, Hackney Education SRAS Process, Internal monitoring of teaching and learning, feedback from subject leaders, cross federation development work etc.

The School Development priorities (SDP) for the academic year 2023 - 2024 are:

1. To ensure consistency in teaching and learning across the school.
2. To use language and oracy in the curriculum.
3. To ensure consistency in content and the mechanics of writing.
4. To increase knowledge and understanding of living in a sustainable world.
5. To develop our workforce to have exceptional impact on our children's outcomes.

## **School Development Priority 1**

To ensure consistency in teaching and learning across the school.

Rationale	What's already happening	What is going to happen?
<p>Teaching and learning must be good or better across the school so that children make at least good progress from their starting points.</p> <p>The school's curriculum intent and implementation are embedded securely and consistently across the school. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. Children's work across the curriculum is consistently of a high quality.</p> <p>Children must have access to equitable and inclusive teaching and learning across the whole school so that children consistently achieve highly, particularly the most disadvantaged. Children with SEND achieve exceptionally well.</p>	<ul style="list-style-type: none"> <li>● Consistency of teaching and learning for phonics and the reading journey.</li> <li>● Consistency of approach to the teaching and learning across the school in maths using White Rose and NCETM to ensure consistency in the teaching sequence. ensuring that pace is slowed down to allow all children to understand and use the skills being taught before moving on to the next area.</li> <li>● Floor books for Humanities and Science is developing teaching and learning to be more memorable and engaging.</li> </ul>	<p>Action 1: Ensure consistency of teaching and learning in reading across the school.</p> <p>Action 2: Ensure that the pace of teaching and learning in maths is slowed down to allow all children to understand and use the skills being taught before moving on to the next area.</p> <p>Action 3: Lowest 30% policy is implemented and children make accelerated progress.</p> <p>Action 4: Art mark is sustained and Art exhibitions take place across the year.</p>

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
<p><b>Action 1: Ensure consistency of teaching and learning in reading across the school.</b></p>	<ul style="list-style-type: none"> <li>● DSR - linked to phonics development in Year 1 &amp; 2 (children not at expected by end of Y1); introduced as and when the children are reading ready in EYFS</li> <li>● Group Reading - Y2 guided reading moving to whole group reading; whole group reading, fluency groups or DSR for children working below expected across KS2</li> <li>● Whole class reading - whole class reading in KS2</li> <li>● Vocabulary development to enable to understand and discuss their reading.</li> <li>● Reading binders across all key</li> </ul>	<ul style="list-style-type: none"> <li>● Data shows improvement in pupil outcomes.</li> <li>● Children bring in book bags regularly to change books and fill in the reading record.</li> <li>● 85% + of pupils meet end of Key Stage expectations and pass the phonics checker.</li> <li>● 80%+ EYFS children meet the early reading and early maths goal</li> </ul>	

	<p>stages are consistent.</p> <ul style="list-style-type: none"> <li>● Children reading team and reading ambassadors promote reading.</li> <li>● Termly book people/book fairs take place.</li> </ul>		
<p><b>Action 2: Ensure that the pace of teaching and learning in maths is slowed down to allow all children to understand and use the skills being taught before moving on to the next area.</b></p>	<ul style="list-style-type: none"> <li>● Assembly time used for teachers to watch maths' mastery gallery lessons (CPD).</li> <li>● Planning reflects the need to ensure that children have understood and are secure in mathematical concepts before moving on.</li> <li>● Teachers have a firm understanding of the progression in maths from Early Years to KS3.</li> </ul>	<ul style="list-style-type: none"> <li>● Data shows improvement in pupil outcomes.</li> <li>● Children are able to explain and demonstrate their learning in maths.</li> <li>● 85% + of pupils meet end of Key Stage expectations and meet the multiplication table check.</li> </ul>	
<p><b>Action 3: Lowest 30% policy is implemented and children make accelerated progress.</b></p>	<ul style="list-style-type: none"> <li>● Children in Year 1 who are working below expected/did not gain a Good Level of Development in EYFS, are identified.</li> <li>● Parents/carers are contacted, meeting a member SLT or Year 1 class teacher and a plan is put in place to support the children to make accelerated progress.</li> <li>● A member of SLT or Year 1 is assigned to monitoring and supporting individual children.</li> <li>● EHT meets the team to discuss progress and next steps termly.</li> <li>● Workshops are developed for parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>● Data shows improvement in pupil outcomes.</li> <li>● 85% + of pupils meet end of Key Stage expectations and pass the phonics checker, meet the multiplication table check.</li> <li>● Parents/carers are more engaged in their children's education, attending workshops, Parents' meeting, etc.</li> </ul>	
<p><b>Action 4: Art mark is sustained and Art exhibitions take place across the year.</b></p>	<ul style="list-style-type: none"> <li>● Children make progress in developing art skills across the</li> </ul>	<ul style="list-style-type: none"> <li>● Art's mark is sustained.</li> <li>● Children can talk about and</li> </ul>	

	<p>school.</p> <ul style="list-style-type: none"> <li>• Art is used to support the teaching and learning across all subjects.</li> </ul>	<p>demonstrate their skills in art.</p> <ul style="list-style-type: none"> <li>• Sketch books in KS2 show progress across the Key stage.</li> </ul>	
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## School Development Priority 2

To use language and oracy in the curriculum

Rationale	What's already happening	What is going to happen?
<p>Communication and language skills provide the foundation for the development of literacy skills and boasts attainment in reading and writing.</p> <p>Oracy education increases children's confidence and enables them to get along with others better.</p> <p>Children can talk about their learning using the correct vocabulary and this enable them to internalize and remember their learning.</p>	<ul style="list-style-type: none"> <li>• Working walls are in place</li> <li>• Display deadline and expectations in place</li> <li>• Year group assemblies</li> <li>• EYFS &amp; KS1 Nativity</li> <li>• Year 6 leavers</li> <li>• Timeline for performances - who, what and when</li> </ul>	<p>Action 1: to ensure that all children take part in performances</p> <p>Action 2: Working walls and curriculum displays support developing children's understanding and use of technical and enriching vocabulary</p> <p>Action 3: Floor books have a range of vocabulary linked to subjects</p>

		<p>Action 4: Develop children's voice across the school and subjects.</p> <p>Action 5: Outdoor Play &amp; Learning (OPAL) is further developed.</p>
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Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
<p><b>Action 1: to ensure that all children take part in a performance or assembly.</b></p>	<p>Planned events:</p> <ul style="list-style-type: none"> <li>● KS1&amp; EYFS Nativity</li> <li>● Y4 Christmas performance</li> <li>● Y5 end of year performance</li> <li>● Y6 leavers</li> <li>● Assemblies</li> <li>● Windrush (George)</li> <li>● Poetry performances</li> </ul>	<ul style="list-style-type: none"> <li>● Children's language and oracy improves and they are able to speak or perform for an audience.</li> <li>● Children recall poetry and recite during assemblies.</li> </ul>	
<p><b>Action 2: Working Walls and curriculum displays support developing children's understanding and use of technical and enriching vocabulary.</b></p>	<ul style="list-style-type: none"> <li>● Working walls are used to reinforce language and learning</li> <li>● All displays have relevant language and sentence, written by children.</li> <li>● Teachers refer to displays and language consistently</li> </ul>	<ul style="list-style-type: none"> <li>● Children can use technical language when discussing their learning during learning walks.</li> <li>● Children can identify and talk about key vocabulary they have been exposed to as displayed on working walls.</li> <li>● 80%+ EYFS children meet the Communication and language goal</li> </ul>	
<p><b>Action 3: Floor Books have a range of vocabulary linked to the subject</b></p>	<ul style="list-style-type: none"> <li>● Exciting and engaging teaching and learning</li> <li>● Vocabulary shared and displayed to be used in floor books</li> <li>● Learning journey outlined using key vocabulary in floor books.</li> <li>● Pre-teaching of vocabulary when</li> </ul>	<ul style="list-style-type: none"> <li>● Children are excited to share their learning during learning walks.</li> <li>● Children can use and explain technical and complex language used in their floor books.</li> <li>● Children with SEND are</li> </ul>	



	<p>needed for all subjects, Word Aware.</p> <ul style="list-style-type: none"> <li>● EYFS profile books are language rich</li> </ul>	<p>supported to develop their vocabulary.</p> <ul style="list-style-type: none"> <li>● 80%+ EYFS children meet the Communication and language goal</li> </ul>	
<p><b>Action 4: Develop children's voice across the school and subjects.</b></p>	<ul style="list-style-type: none"> <li>● Setup curriculum teams – science, Being Green, Mental Health &amp; Wellbeing, Literacy, Humanities, creative</li> <li>● Teams to meet half termly to discuss teaching and learning and how to improve children's engagement, check on displays, find ways to support well-being and mental health.</li> <li>● School council to be elected at the beginning of October and children to meet half termly.</li> <li>● Termly 'Book People' to provide opportunities and children and grown-ups to purchase books.</li> <li>● Enrichment opportunities, workshops, World Book Day, National Poetry Day, Show &amp; Tell (Nursery only)</li> </ul>	<ul style="list-style-type: none"> <li>● Improvements made to teaching and learning, including oracy and vocabulary development.</li> <li>● Children are talking to each other about their learning and how to develop their understanding, knowledge and skills using technical vocabulary</li> <li>● Children are able to understand and recite poetry/nursery rhymes.</li> <li>● Children are excited about reading and can discuss the books they are reading or have read.</li> </ul>	
<p><b>Action 5: Outdoor Play &amp; Learning (OPAL) is further developed.</b></p>	<ul style="list-style-type: none"> <li>● Areas setup for children to engage with each other and discuss their own ideas.</li> <li>● Children use appropriate vocabulary to work together when playing.</li> <li>● Children are able to discuss how they are feeling and sort out disagreements themselves.</li> </ul>	<ul style="list-style-type: none"> <li>● Creative areas available in the playgrounds</li> <li>● Art and music areas</li> <li>● Sand pit and water play established</li> <li>● Equipment is monitored, replaced and added to as and when necessary.</li> <li>● Children OPAL team help to develop the playgrounds further.</li> </ul>	

# School Development Priority 3

To ensure consistency in content and the mechanics of writing

<b>Rationale</b>	<b>What's already happening</b>	<b>What is going to happen?</b>
<p>Writing is a lifelong skill, allowing children to share thoughts, ideas and feelings. This develops their understanding of other subject areas and enables them to write cohesively about their learning.</p> <p>Writing builds on children's understanding of language and how print works.</p> <p>Handwriting needs to be clear and legible to enable others to read children's learning, thoughts, ideas and feelings.</p> <p>Phonics, spelling patterns and grammar are all important parts of the writing process and children need to be able to use these when writing by hand or using a IT device.</p>	<ul style="list-style-type: none"> <li>● Medium Term Plans are in place for writing.</li> <li>● Writing is linked to other areas of the curriculum.</li> <li>● Phonics and spellings are taught.</li> <li>● Handwriting and presentation are not consistent across the school.</li> <li>● CLPE books are used to stimulate writing.</li> <li>● Drama, hot seating related to Talk4Writing and National Theatre programme are used to help develop ideas in some classes.</li> <li>● Grammar is taught as part of the writing process.</li> </ul>	<p>Action 1: Develop handwriting across the school ensuring that by the end of year 6 children's writing is cursive.</p> <p>Action 2: Phonics teaching and learning enables children to use their knowledge to segment sounds for spelling.</p> <p>Action 3: Spelling outlined in the National Curriculum are taught across the school.</p> <p>Action 4: Grammar is taught systematically across the school according to the National Curriculum.</p>

<b>Actions:</b>	<b>Achieved By:</b>	<b>Measurable Outcome:</b>	<b>Progress &amp; Evidence</b>
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<p><b>Action 1: Develop handwriting across the school ensuring that by the end of year 6 children's writing is cursive.</b></p>	<ul style="list-style-type: none"> <li>● Reception/Y1/Y2 using Sebright handwriting books twice a week</li> <li>● Yr3-6 following beige handwriting book for planning;</li> <li>● Y2-6 to follow handwriting flipchart</li> </ul>	<ul style="list-style-type: none"> <li>● Writing moderation shows that 85%+ are working at year group expectations</li> <li>● Writing moderation shows that children a making at least good progress from their starting points.</li> </ul>	
<p><b>Action 2: Phonics teaching and learning enables children to use their knowledge to segment sounds for spelling.</b></p>	<ul style="list-style-type: none"> <li>● Systematic teaching of phonics in N – Y1</li> <li>● Phonics taught in Y2, adapted for children who did not pass the Y1 phonics check</li> <li>● Phonics reinforced in Y3, adapted for children who did not pass the Y1 and retake in Y2 phonics check</li> </ul>	<ul style="list-style-type: none"> <li>● 85%+ pass the phonics' check</li> <li>● Writing moderation shows that 85%+ are using phonics to spell phonetically correct words correctly in Y1 &amp; Y2</li> <li>● 80%+ EYFS children meet the early reading goal</li> </ul>	
<p><b>Action 3: Spelling outlined in the National Curriculum are taught across the school.</b></p>	<ul style="list-style-type: none"> <li>● Reception &amp; Year 1 learn how to spell the 'tricky words' linked to the phonics' scheme</li> <li>● Yrs 3-6 to follow spelling planning flipchart</li> <li>● Dedicated teaching of spelling each week in Year 2 and KS2</li> <li>● Children take spellings home to learn each week in Year 2 and KS2</li> <li>● Children are tested on their spellings each week in Year 2 and KS2</li> </ul>	<ul style="list-style-type: none"> <li>● Writing moderation shows that 85%+ are working at year group expectations</li> <li>● Writing moderation shows that children a making at least good progress from their starting points.</li> </ul>	
<p><b>Action 4: Grammar is taught systematically across the school according to the National Curriculum.</b></p>	<ul style="list-style-type: none"> <li>● Grammar is taught during writing sessions across the school</li> <li>● Colourful Semantics is used to develop children with SEND understanding of grammatical speaking and writing (adapted teaching)</li> </ul>	<ul style="list-style-type: none"> <li>● Writing moderation shows that 85%+ are working at year group expectations</li> <li>● Writing moderation shows that children a making at least good progress from their starting points.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Book looks across the school during teachers' CPD to check progress across the school</li> </ul>		
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## School Development Priority 4

To increase knowledge and understanding of living in a sustainable world

Rationale	What's already happening	What is going to happen?
<p>Children and young people are worried about climate change and want to know more about:</p> <ul style="list-style-type: none"> <li>• the impact it is having now</li> <li>• how it will impact their future lives</li> </ul> <p>Through education we have the privilege to be able to engage directly with children and young people who:</p> <ul style="list-style-type: none"> <li>• are passionate about the natural world</li> <li>• want to do their best to protect it</li> <li>• can influence their wider communities</li> </ul> <p>Through their learned and lived experiences from early years to Year 6, we will provide opportunities to develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions.</p>	<ul style="list-style-type: none"> <li>• Staff are encouraged to turn off lights and computers at the end of the day.</li> <li>• Hot water heaters in staffroom and office kitchen are switched off overnight.</li> <li>• Microwaves are switch off overnight.</li> <li>• Children are encouraged to eat but throw a large proportion of the food away each day.</li> <li>• Forest School for every child during their time at Sebright.</li> <li>• Gardening sessions for every child during their time at Sebright.</li> <li>• Hackney School of Food visits for each year group to develop children's understanding of healthy eating.</li> </ul>	<p><b>Action 1: The Green Schools Project to work with Year 5 to reduce our energy use and move towards a zero-carbon school</b></p> <p><b>Action 2: Sustainability Team setup to help promote green issues.</b></p> <p><b>Action 3: Science topics include a section on Sustainability where appropriate.</b></p>

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
<p><b>Action 1: The Green Schools Project to work with Year 5 to reduce our energy use and move towards a zero-carbon school</b></p>	<ul style="list-style-type: none"> <li>• The Green School Project work with Year 5 children to develop their understanding of sustainability and zero-carbon.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in the use of energy over the year.</li> <li>• Less food thrown away.</li> <li>• More green plants (living fence) in the playgrounds.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Year 5 children create an action plan to help reduce waste, energy consumption and adding more green plants to the playgrounds.</li> </ul>		
<b>Action 2: Sustainability Team setup to help promote green issues.</b>	<ul style="list-style-type: none"> <li>● Sustainability team promoting reduction in food waste, resources waste, energy consumption and green plants added to playground.</li> <li>● Parents are invited into school to help with our zero-carbon target.</li> </ul>	<ul style="list-style-type: none"> <li>● Children are able to talk about the importance of sustainability.</li> <li>● Children can identify what can be done to help reduce our carbon footprint.</li> </ul>	
<b>Action 3: Science topics include a section on Sustainability where appropriate.</b>	<ul style="list-style-type: none"> <li>● Science Lead and curriculum team look at MTPs to add sustainability to the planning where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● Recommendations from the DfE Policy paper on Sustainability are implemented.</li> </ul>	

# School Development Priority 5

To develop our workforce to have exceptional impact on our children's outcomes.

Rationale	What's already happening	What is going to happen?
<p>By ensuring the wellbeing and healthy mental and physical health of our staff they will be able to have the maximum impact on our children's outcomes. When staff are happy and able to deal with the stresses and strains of the normal school day they will interact with children in a positive way.</p>	<ul style="list-style-type: none"> <li>• No meeting week for staff.</li> <li>• Staff events planned.</li> <li>• Staff School Council.</li> <li>• Open door policy, SLT, for staff to discuss anything that is worrying them or impacting their work.</li> </ul>	<p><b>Action 1:</b> Build on knowledge of inclusive practice for staff, including mental health, physical health and SEND</p> <p><b>Action 2:</b> Develop children and adults understanding of the impact of any form of discrimination</p> <p><b>Action 3:</b> Early identification of children with SEMH needs</p> <p><b>Action 4:</b> Continue to develop parental involvement through Friends of Sebright parent group</p>

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
<p><b>Action 1: Build on knowledge of inclusive practice for staff, including mental health, physical health and SEND</b></p>	<ul style="list-style-type: none"> <li>• Audit &amp; update Website advice and information - SEND and mental health and physical health</li> <li>• CPD for all staff based on inclusivity, equality and equity of experiences</li> <li>• Reintroduce Breathing Techniques</li> <li>• Half Termly Mental Health &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Children's outcomes across the curriculum are good or better.</li> <li>• Staff, Children and Parent surveys show that staff and children feel safe, valued and happy at school.</li> </ul>	

	Wellbeing assemblies		
<b>Action 2: Develop children and adults understanding of the impact of any form of discrimination</b>	<ul style="list-style-type: none"> <li>● Celebrating Cultures of Sebright</li> <li>● PHSE and British Values lessons</li> <li>● Children's Mental Health and Wellbeing team</li> <li>● Staff School Council</li> </ul>	<ul style="list-style-type: none"> <li>● Children's outcomes across the curriculum are good or better.</li> <li>● Staff, Children and Parent surveys show that staff and children feel safe, valued and happy at school.</li> </ul>	
<b>Action 3: Early identification of children with SEMH needs</b>	<ul style="list-style-type: none"> <li>● Inclusion team meetings</li> <li>● CPD for staff</li> <li>● DHT Mental Health Lead</li> <li>● Federation Pastoral Care Lead, Nurture UK trained</li> </ul>	<ul style="list-style-type: none"> <li>● Children's outcomes across the curriculum are good or better.</li> <li>● Inclusion team meetings identify support for children with SEMH</li> </ul>	
<b>Action 4: Continue to develop parental involvement through Friends of Sebright parent group</b>	<ul style="list-style-type: none"> <li>● Cultural Events</li> <li>● Summer &amp; Winter Fairs</li> <li>● Food sales during OPAL sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Children's outcomes across the curriculum are good or better.</li> <li>● Staff, Children and Parent surveys show that staff and children feel safe, valued and happy at school.</li> </ul>	