

Blossom Federation

Daubeney, Sebright and Lauriston



Sebright Primary School

School Development Plan 2021 - 2022

School Development Plan 2021 - 2022 Contents

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Sebright Primary School

The School Development Plan Process 2021-2022

Each year the staff, children and governors review the progress we have made and identify areas of focus for continued Development for the future. 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 with the academic year from September 2021 – July 2022. 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 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 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 to share the planning stages of this document, their ideas and developments.

School Development Planning 2021-2022

Task	Start Date	Person Responsible	Consultation process	Completion Date
Steering overall process	June 2021	Robin Warren	HoS Meeting Senior Leadership Meetings	June 2021 onwards
Federation SLT Meeting to outline process	June / July 2021	Robin Warren	Federation SLT Meeting	June/July 2021
Children's Questionnaire circulation	May & June 2021	Anna Lucey Peter Hamlin Serena Brooks	SLT Meeting	June 2021
Staff Questionnaire circulation	May & June 2021	Jatin Shamji Lorraine Groom	SLT Meeting	June 2021
Parents & Carers Questionnaire circulation	May & June 2021	Robin Warren Heads of School	SLT Meeting	June 2021
Collating information for planning of SDP	July 2020	Robin Warren & SLT's	School Self Review Process Leadership Team Meetings	July 2021
Deciding priorities and aims within SDP	July 2021	Senior Leadership Teams	Responding to indicators plus Questionnaires to staff, parents and carers, governors and children EYFS, KS1 & KS2 data etc	July 2021
Drawing up SDP action plans	July 2021	Senior Leadership Teams	Senior Leadership meetings	July 2021
Meet with Local School Committee chairs	July 2021	Robin Warren Heads of School Local School Committee chairs	LSC's	July 2021
Draft Ready to inform September INSET SDP Presentation	August 2021	Robin Warren Heads of School Joel Power SLT	SLT's	Sept 2021

SDP Headlines communicated to staff, parents and Governors	September 2021	Robin Warren	SLT's	Sept 2021
SDP Objectives published in all school communal areas	September 2021	Heads of School	SLT's	Sept 2021
Edit	September 2021	Joel Power - SLT	Senior Leadership Team	Sept 2021
Producing and circulating written plan to staff and governors	September / October 2021	Joel Power SLT	Staff INSET GB Meeting	September /October 2021
SDP shared with LSC's	Termly	LSC	LSC	Termly
SDP Newsletter Published	September 2021 November 2021 February 2022 July 2022	Robin Warren & Joel Power SLT	EHT	Termly
SDP Review	Termly	Heads of School Joel Power SLT		Termly
Questionnaires to staff, pupils and families...cycle begins again	Summer Term	SLT	Headteacher	Summer Term

School Improvement Indicators

School Data & Assessment	Teaching & Learning	Staffing
<p>Narrow PPG gap across the school, particularly GD children in KS2 Phonics KSI- Phonics in to writing Stamina for learning, especially reading and maths in KS2 but across all subjects in KSI</p>	<p>Integrated Yr 1 Teaching and Learning approach 'Word Gap' - Colourful semantics to assist oracy into writing Developing grammar and spelling for writing in KS2 Reintroduction of Forest School - target children from KS 1 and KS2 Continuing to embed WR maths and providing timely feedback</p>	<p>Induction and training of new assistant head post Action Plan for Inclusion Team Support Assistant</p>
Questionnaires	Other	Premises
<p>Parents: Improve community links Varied extra-curricular opportunities More outside learning opportunities More opportunities to talk about child's progress and what happens in school Staff: Improve Communication - identify the specific issues</p>	<p>Music instrument lessons in September Development of OPAL initiative</p>	<p>EYFS / Octavia / Garden area remodelled and refurbished Development of playground spaces through OPAL Review and ensure areas are 'fit for purpose' Book Corner Development</p>

School Development Priorities Poster

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 2021 - 2022 are:

1. To further develop a broad and balanced curriculum which reflects the diversity of our curriculum and provides opportunity for oracy
2. Develop our staff knowledge, understanding and skills in supporting children with a range of needs
3. To continue to provide high quality teaching and learning across the school

School Development Priority I

To further develop a broad and balanced curriculum which reflects the diversity of our curriculum and provides opportunity for oracy

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> - Developing children's oracy will improve outcomes in reading and writing. - Children are motivated by topics that they can relate to and or are interested in - We believe integrated learning develops independent learning skills and promotes the development of intrinsic self-motivation to build on the foundations made in the Early Years. - Making cross curricular links stronger will ensure children are fully immersed into topics and will benefit from a greater depth of knowledge across all subjects 	<ul style="list-style-type: none"> - We use a variety of texts featuring people from a variety of communities and have opportunities to discuss events that are impacting on the school, local and national community - Year 1 already follows some integrated learning strategies such as small group teacher/LSA lead teaching and independent activities. Resourcing the classroom and redesigning the classrooms to promote independent learning opportunities across the curriculum. This approach will also open up the opportunities for oracy through "Helicopter Stories" for example. • We plan as a curriculum team to match up subjects to ensure there are natural links made between topics • Opportunities for extended writing features in Science and CC lessons 	<p>Action 1: Continued wide exposure to a range of texts by diverse authors who represent our school and local community</p> <p>Action 2: Work alongside the Federation schools with the 'It takes a Village' and The Belonging Project</p> <p>Action 3: Develop Integrated Learning Approach in Y1</p> <p>Action 4: CPD for staff to share ideas to ensure a wealth of experience and knowledge can influence the texts, activities and opportunities for creativity in lessons</p> <p>Action 5: Work closely with the Speech and Language therapists to develop effective strategies to convert talk into writing</p> <p>Action 6: Oracy and discussion to become a feature of all lessons with this mathematics approach</p> <p>Action 7: Ensure progression of writing skills continue to be apparent with cross curricular approach</p>

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
Action 1: Continued wide exposure to a range of texts by diverse authors who represent our school and local community	End of academic year	Reading comprehension and writing skills	Majority of children make at least one year's progress by the 2nd week in July. Benchmarking & comprehension tests, end of KS1 and KS2 SATs SIP visit and observations/learning walks
Action 2: Work alongside the Federation schools with the 'It takes a Village' and The Belonging Project	End of academic year	Parental engagement Parental feedback	Increase in parents attending this project over the year. Increase in parents attending parents' evenings, performances, workshops, etc.
Action 3: Develop Integrated	End of academic year	Speaking & Listening, reading, writing	Majority of Year 1 children reach end

Learning Approach in Y1		and maths skills	of year expectations in all four areas. Books, benchmarking and discussing learning with children.
Action 4: CPD for staff to share ideas to ensure a wealth of experience and knowledge can influence the texts, activities and opportunities for creativity in lessons	End of academic year	Reading, writing and maths skills	Majority of children make at least one year's progress by 2 nd week in July. Planning of lessons becomes more creative and develops oracy as well as reading comprehension and writing. SIP visit and observations/learning walks
Action 5: Work closely with the Speech and Language therapists to develop effective strategies to convert talk into writing	End of academic year	Writing skills	Colourful semantics or Shape coding used to support children's speech into writing in books. Children make at least one year's progress by 2 nd July SIP visit and observations/learning walks
Action 6: Oracy and discussion to become a feature of all maths lessons	End of academic year	Maths problem solving and reasoning skills	Majority of children make at least one year's maths progress by 2 nd week in July. Book looks, end of year assessments, KSI & KS2 SATs SIP visit and observations/learning walks
Action 7: Ensure progression of writing skills continue to be apparent with cross curricular approach	End of academic year	Writing skills	Majority of children make at least one year's writing progress by 2 nd week in July. Writing book looks & moderation, Federation and School. SIP visit and observations/learning walks

School Development Priority 2

Develop our staff knowledge, understanding and skills in supporting children with a range of needs

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> - Some of this work has been introduced and needs further embedding (ie colourful semantics, word aware, differentiation, quality first provision) - Embed robust and systematic approach to assessment and pupil progress meetings - Lockdown has shown to have greatly impacted our PPG children across the school; so reducing the gap between PPG and non-PPG children must be a focus 	<ul style="list-style-type: none"> - Staff CPD and shared practice of colourful semantics and word aware - Some assessment procedures have been updated this year (teachers tracking the progress of children using red/green for less than or more than expected progress). This needs further embedding - PPG children are identified and tracked across the school using the year group overviews 	<p>Action 1: Using colourful semantics and word aware as whole class strategies to further support language development alongside supporting SEND pupils across the curriculum</p> <p>Action 2: CPD for teachers to enable them to differentiate for Children with EHCP and high needs within their class.</p> <p>Action 3: Implementation of new assessment strategy</p> <p>Action 4: SEND pupils (EHCP and high profile) will be tracked by SENDCo, alongside class teachers, as part of the new assessment strategy</p> <p>Action 5: PPG regular point of discussion and focus in phase/SMT/SLT; closely tracking progress of these children</p>

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
<p>Action 1: Using colourful semantics and word aware as whole class strategies to further support language development alongside supporting SEND pupils across the curriculum</p>	<p>End of Spring term</p>	<p>Improvement in writing and use of subject specific language</p>	<p>Clear progress in writing for SEND pupils across literacy and cross-curricular work. Use of subject specific language increases across the academic year in writing. Individual SEND targets are met, book looks and writing moderation. SIP visit and observations/learning walks</p>
<p>Action 2: CPD for teachers to enable them to differentiate for Children with EHCP and</p>	<p>End of Spring term</p>	<p>Learning set by teachers meets the needs of individual children with EHCP</p>	<p>Clear progress across the curriculum for pupils with EHCPs. Book looks,</p>

high needs within their class.		across the curriculum.	benchmarking, writing moderation, Individual SEND targets are met. SIP visit and observations/learning walks
Action 3: Implementation of new assessment strategy	End of Autumn term	Staff confident in the new process	Assessment deadlines are met Staff inform Assessment Lead if they want support Assessment meetings are used to identify pupils who need additional support.
Action 4: SEND pupils (EHCP and high profile) will be tracked by SENDCo, alongside class teachers, as part of the new assessment strategy	End of Summer term	Scheduled SEND monitoring meetings to discuss individuals in classes SEND representative chosen as one of the 6 children to be tracked in each class Termly progress meetings include discussions specifically addressing the needs of children with SEND	Pupils meet targets set in individual SEND meetings. Assessment tracking sheet SIP visit and observations/learning walks Books seen during monitoring meetings and as part of SMT book looks show progress over time.
Action 5: PPG regular point of discussion and focus in phase/SMT/SLT; closely tracking progress of these children	Throughout the year	PPG pupils make at least one years progress from September to July. PPG gap narrows and a higher percentage of PPG pupils are working at Greater Depth.	End of Key Stage testing/assessments. Book-looks throughout the year. SIP visit and observations/learning walks

School Development Priority 3

To continue to provide high quality teaching and learning across the school

Rationale	What's already happening	What is going to happen?
- To provide the children with extraordinary	- Reception outdoor area	Action 1: Year 2 Phonics is timetabled;

<p>experiences to ensure learning is embedded and children “Learn more and remember more”.</p> <ul style="list-style-type: none"> - Children spend over 20% of their time in the playground and can learn valuable skills while playing; using this time and space more effectively would lead to developing the ‘characteristics of effective learning’ - Children moving into Year 2 need to improve their phonics into writing. - Continue to improve the teaching and learning of Maths to develop provision for more able and improve overall outcomes 	<ul style="list-style-type: none"> - Forest School had been embedded pre-lockdown and has been on hold since - OPAL playteam has been formed and Action plan for Autumn term has been completed - White Rose maths has been embedded across years 1-6 this year. Teachers are confident in planning and delivering lessons using this scheme 	<p>Action 2: Re-start Forest School in Autumn 1. The Forest School site will now be on Sebright School grounds. The old garden area is being remodelled and rewilded in July/August. Target groups of children across the school will take part in 6 week blocks of Forest School.</p> <p>Action 3: Using the OPAL action plan as a working document; develop our approach to play</p> <p>Action 4: EYFS and Y1 outdoor area plus KSI playground: Being redesigned to be more suitable for OPAL and independent learning and KSI playground being redesigned and remodelled for more outdoor learning experiences. All works completed for free through donations and available for the whole school to use.</p> <p>Action 5: Further develop and embed White Rose maths, including (as mentioned in priority 1) a focus on oracy. Developing the approach with greater depth, so children develop the ability to evaluate when to move on to more challenging questions.</p>
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Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
<p>Action 1: Year 2 Phonics is timetabled as part of early morning work;</p>	<p>End of September 2021</p>	<p>The majority of pupils meet national standards for phonics. The majority of pupils meet national standards for reading and writing.</p>	<p>Children are able to decode text at age appropriate levels using phonological skills. Children can use their phonological skills to spell words accurately when writing and so meet end of year</p>

			<p>expectations</p> <p>Reading Assessments, writing moderations and book-looks for writing.</p> <p>SIP visit and observations/learning walks</p> <p>Phonics integrated across the curriculum</p>
<p>Action 2: Re-start Forest School in Autumn 1. The Forest School site will now be on Sebright School grounds. The old garden area is being remodeled and rewilded. Target groups of children across the school will take part in 6 week blocks of Forest School.</p>	<p>End of Autumn 1 term for restart. On-going throughout the year for remodeling and rewilding.</p>	<p>Pupils' behaviours for learning improve in the classrooms. Pupils make progress across the curriculum.</p>	<p>Area identified for Forest School in KSI playground/garden will be fit for purpose</p> <p>Children's resilience and confidence improve</p> <p>Behaviours in class improve</p> <p>SIP visit and observations/learning walks</p> <p>Improve fine motor skills to transfer into writing</p> <p>Improved exposure to topic specific vocabulary</p>
<p>Action 3: Using the OPAL action plan as a working document; develop our approach to play</p>	<p>End of Academic year 2022 – 2023.</p>	<p>98% of pupils say they are happy at playtime – pupil survey.</p>	<p>Behaviours for learning improve in class.</p> <p>Pupils are more confident to take risks as they are able to assess the risk.</p>
<p>Action 4: EYFS and Y1 outdoor area plus KSI playground: Being redesigned to be more suitable for OPAL and independent learning and KSI playground being redesigned and remodelled for more outdoor learning experiences. All works completed for free through donations and available for the whole school community to use.</p>	<p>End of Academic year 2022 – 2023.</p>	<p>98% of pupils say they are happy at playtime – pupil survey.</p>	<p>Behaviours for learning improve in class.</p> <p>Pupils are more confident to take risks as they are able to assess the risk.</p> <p>Increased engagement and enjoyment of independent learning experiences.</p>

<p>Action 5: Further develop and embed White Rose maths, including (as mentioned in priority 1) a focus on oracy. Developing the approach with greater depth, so children develop the ability to evaluate when to move on to more challenging questions.</p>	<p>End of Summer Term</p>	<p>CPD delivered by maths lead around how to move children on in maths and raise Children are able to discuss processes in maths More children are able to move on to the more complex questions</p>	<p>Lessons planned to include opportunities for discussion Lesson observations Learning monitoring</p>
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