

Blossom Federation

Daubeney, Sebright and Lauriston



Lauriston School

School Development Plan 2022 - 2022

School Development Plan 2022 - 2023 Contents

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Sebright Primary School

The School Development Plan Process 2022-2023

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 the academic year from September 2022 – July 2023. 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 2022-2023

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

Other In-Year Data analyses to inform final draft	July/August 2022	Assessment Leads	Senior Leadership Meetings	August 2022
Draft Ready to inform September INSET SDP Presentation	August 2022	Robin Warren Heads of School Nominated member of SLT	SLT's	Sept 2022
SDP Headlines communicated to staff, parents and Governors	September 2022	Robin Warren	SLT's	Sept 2022
SDP Objectives published in all school communal areas	September 2022	Heads of School	SLT's	Sept 2022
Edit	September 2022	Nominated Member - SLT	Senior Leadership Team	Sept 2022
Producing and circulating written plan to staff and governors	September / October 2022	Nominated Member of SLT	Staff INSET GB Meeting	September /October 2022
Subject Leader/Team Action Plans	October 2022	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

School Data & Assessment	Teaching & Learning	Staffing
<p>Progress in Reading across the school, including the lowest 30% needs to be accelerated Focus on children with PP funding in Y2 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.</p> <p>July 2022 Data: Nursery - C&L focus; speaking in full sentences “I know how...” Reception - summer born children 45%+exp; continued focus on C&L; PPG and Non-PPG achieving the same Year 1 - Maths strongest; writing weakest (10% difference); PP and Non-PPP similar (above in writing) Year 2 - reading strongest; writing weakest (9%); PPG and non-PPG 16% difference R+W; Maths 32% difference! Year 3 - all subjects in low 60s%; combined 59%; PPG and non-PPG 10% difference; boys behind in all subjects</p>	<p>Develop whole class reading from Y3 - Y6 Develop language for writing across the school - Talk4Writing Phonics teaching from YN - Y3 systematically planned relating to phonics phases and linked to DSR 2nd year of NCETM NE London hub to improve language use to develop knowledge and understanding, embedding mastery in mathematics. SLT & Cover teacher timetabled to support teaching & 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 influence the way teaching and learning is delivered - exciting and engaging activities that encourage talk.</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 establish a choir.</p>

<p>Year 4 - mid 60s% all subjects; combined 53%; PPG and non-PPG 11-15% in W and Maths difference; 35% difference in writing</p> <p>Year 5 - low 70s% all subjects; combined 68%; boys about 20% behind girls in reading and writing; PPG and non-PPG 15% behind in writing and maths</p> <p>Year 6 - reading 68%; combined 61%; PPG and non PPG R + W only 4% difference; maths PPG 10% above</p>		
<p>Questionnaires</p>	<p>Other</p>	<p>Premises</p>
<p>Communication to be clear and timely within the school and for parents/carers After school clubs to be reintroduced in Autumn term. Learning from experiences All children need to be aware of who they can speak to if they need help.</p>	<p>Parental engagement for trips, assemblies and in class support - audit of skills Mental health and Wellbeing - WAHMS, renaming Duvet Week and providing clear guidelines Website year group pages to include a clear overview of the curriculum and how parents can support their children at home.</p>	<p>Implement resources teams fully to ensure school remain tidy and fit for purpose Sand pit for KS2 playground and further develop play areas (OPAL)</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.

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 improve outcomes of reading across the school.



We would like to learn reading skills and knowledge to help us become readers for life!

2. To use language and oracy to improve outcomes.

If we can explain our learning we will learn more and remember more.



3. To implement floor books across the school to ensure children's learning experiences are meaningful and enriching.



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

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

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



5. To enhance provision for staff and pupils' mental health.



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



The School Development priorities (SDP) for the academic year 2022 - 2023 are:

1. To improve outcomes of reading across the school
2. To use language and oracy to improve outcomes
3. To implement floor books across the school to ensure children's learning experiences are meaningful and enriching
4. To ensure consistency in teaching and learning across the school
5. To enhance provision for staff and pupils' mental health and wellbeing

School Development Priority I

To improve outcomes of reading across the school (*ensuring that the lowest 30% of readers are supported to make accelerated progress*)

Rationale	What's already happening	What is going to happen?
<p>Progress for the lowest 30% is delayed and children who should be able to are not moving into expected level quickly enough.</p> <p>End of KS2 SATs results show a downward trend with just 68% of pupils reaching expected or above.</p> <p>End of KS1 SATs results show only 70% of pupils reaching expected or above.</p>	<p>Targeted groups for phonics in Reception and Year 1.</p> <p>Daily Supported Reading & Phonics in Year 2 supported by HoS and Year 1 supported Assistant Head (Autumn Term).</p> <p>Daily Supported Reading & Phonics in Year 1 supported by HoS (Spring & Summer)</p> <p>A consistent approach for phonics in EYFS and Year 1.</p> <p>Lunch time reading clubs run by DH.</p> <p>EYFS - CLPE "Imagination Library" and access to high quality texts has been driving planning.</p>	<p>Action 1: Improve book corners and add high quality reading books which are at appropriate levels for the year group.</p> <p>Action 2: Phonics Lead to support teaching and learning of phonics in Year 2.</p> <p>Action 3: Head of School to support phonics and reading for lowest 30% in Year 2 (Autumn Term) and Year 1 (Spring & Summer Term)</p> <p>Action 4: New Class timetables for each year group to ensure class readers are used, support is given for guided and Daily Supported Reading.</p> <p>Action 5: Support staff directed to provide additional one-to-one and group reading in the afternoons and children will be invited into breakfast club for reading support and also after school support.</p> <p>Action 6: Class teachers will read regularly with the lowest 30%.</p> <p>Action 7: Reading focus group consisting of Literacy Lead, Assistant Head for Teaching and Learning, Head of School, UPS teachers and Lead LSA to focus on reading across the school to ensure that children falling behind catchup with their peers.</p> <p>Action 8: Identify link governor for reading to challenge progress and delivery</p> <p>Action 9: Whole class reading will be introduced across Key Stage 2.</p>

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
Action 1: Improve book corners and reading books in classrooms.	Autumn 1 2022	All children are regularly changing their reading books to take home. High quality books available in the classroom. Book corners are inviting and promote reading.	
Action 2: Phonics Lead to support teaching and learning of phonics in Year 2.	Phonics lead to train teachers and support staff in Year 2 to deliver high quality phonic sessions at the end of the Summer term 2021 - 2022 and continue with the support into September 2022 - 2023. Assistant Head, Peter Hamlin, to deliver training across the Federation for all adults involved in phonics teaching to ensure fidelity to phonics programme. (31.10.2022) HoS to continue to support her phonics groups throughout the Autumn term.	70% of children who did not pass the phonics screening will pass in Year 2.	
Action 3: Head of School to support phonics and reading for lowest 30% in Year 2 (Autumn Term) and Year 1 (Spring Term)	Timetables set for reading to enable support from Head of School. HoS to read with 6 identified children in Year 2 4 days a week starting 12 th September. HoS to support 6 children in Year 1 with phonics and reading from 09.01.2023.	At least 50% of the lowest 30% will reach age expected at the end of Year 2.	Support for Y2 from HoS began 12.09.2022.
Action 4: New Class timetables for each year group to ensure class readers are used, support is given for guided and Daily Supported Reading.	Autumn 2022 Assistant Head from Lauriston to deliver CPD and work with literacy lead & Teaching and Learning Lead (Assistant Head) to develop whole class reading. SLT revisit on 20.10.2022 for Autumn 2 to ensure that whole class reading is happening across KS2.	Support staff and SLT available to support Daily Supported Reading in Yr1, reading groups in Years 2 and 3 from September 2022. By end of academic year gap has closed between the lowest 30% and expected children. A target of 85% of children at age expected to be set.	Timetables for reading in Year 1, 2 and 3 has been set and adults identified to support the reading.
Action 5: Support staff directed to provide additional one-to-one and group reading in	Support staff timetabled to read with lowest 30% readers on a one to one basis in Year 3, 4 and 5.	At least 50% of the lowest 30% will reach age expected at the end of Key Stage 2.	Parents have been informed of the groups, SCOPay consent set up and groups have started 30/09/2022

the afternoons and children will be invited into breakfast club for reading support and also after school support.	Year 6 lowest 30% invited into breakfast club for reading support at least twice a week and a group of the highest 30% lowest readers will be invited in for after school support at least twice a week. These groups will start early September 2022 and review week before half term 17.10.2022.	Support is delivered regularly and consistently across the year.	
Action 6: Class teachers will read regularly with the lowest 30%.	Class teachers will read at least twice a week with the lowest 30% readers during group reading sessions during assembly time. Reading session will be timetabled by SLT to begin the first week of term 2022.	At least 50% of the lowest 30% will reach age expected at the end of Key Stage 2. Support is delivered regularly and consistently across the year.	Assembly reading has started wb 26.09.2022
Action 7: Reading focus group consisting of Literacy Lead, Assistant Head for Teaching and Learning, Head of School, UPS teachers and Lead LSA to focus on reading across the school to ensure that children falling behind catchup with their peers.	Lead LSA will receive training and will be a champion for reading. September 2022 Reading focus group will meet half termly to review progress and discuss improvements in teaching and learning. First meeting 04.10.2022	85% of pupils reach age appropriate levels at the end of each key stage.	
Action 8: Identify link governor for reading to challenge progress and delivery	Governor identified during Sebright Local Governors' Committee at the meeting on 19.10.2022.	Reading groups and whole class reading is established and taking place consistently at a high standard. At least 85% of pupils within each year group reach age appropriate reading level by the end of the academic year.	
Action 9: Whole class reading will be introduced across Key Stage 2. Professional development for whole class reading	CPD lead by Lauriston Assistant Head, Serena Brooks & Sebright Literacy Lead - 12.09.2022 Lauriston Assistant Head to work with the Reading focus group at Sebright to provide opportunities for teachers to observe at Lauriston and for Lauriston AH to teach at Sebright for teachers to observe. Actions to happen throughout Autumn and Spring term. To be completed by 31.03.2023 Reading Subject Lead Learning Walk Thurs 3rd Nov 9-11.15am	Reading groups and whole class reading is established and taking place consistently at a high standard. At least 85% of pupils within each year group reach age appropriate reading level by the end of the academic year.	

School Development Priority 2

To use language and oracy to improve outcomes.

Rationale	What's already happening	What is going to happen?
<p>Children will be able to solve mathematical problems and explain their working out confidently using subject specific language.</p> <p>Children will be able to support their writing through talk to ensure progress in writing across the school is improved</p> <p>Children will be able to talk about and explain their learning across all subjects using technical, subject specific language.</p>	<p>The school is taking part in a maths workgroup through NCETM with local schools and specialists</p> <p>Lesson structure has changed to enable more mathematical talk.</p> <p>Number Sense introduced to embed the concept of number in EYFS - Y1</p> <p>Inconsistent use of key words and sentences explaining procedures.</p> <p>Inconsistent use of manipulatives and concrete resources to embed concepts.</p> <p>Writing levels are below reading levels in years 1 and 2.</p>	<p>Action 1: Maths CPD for teachers and LSAs</p> <p>Action 2: Children will confidently explain mathematical concepts during learning walks and monitoring.</p> <p>Action 3: Number sense to be taught across the school.</p> <p>Action 4: Each class will have maths bags with relevant resources for any lesson.</p> <p>Action 5: Introduce Talk for Writing in Year 1 & 5. Talk4Writing will be evaluated for impact across the year.</p> <p>Action 6: Confident use of phonics skills and knowledge to attempt phonetically plausible words resulting in more adventurous language EYFS - Y2</p> <p>Action 7: Key vocabulary and sentence stems to be introduced for all areas of the curriculum and evident in floor books and displays.</p>

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
Action 1: Maths CPD for teachers and LSAs	Assistant Head and Yr 2 teacher continue to support maths across the school. Continuous CPD throughout the year to develop LSA and teachers skills. CPD – 03.10.2022 Autumn 1 INSET – 31.10.2022	LSAs and Teachers have a good understanding of maths mastery and can explain it. Mastery lessons are observed around the school. At least 80% of pupils are working at age appropriate level or above rising to 85% by end of Year 6.	
Action 2: Children will confidently explain mathematical concepts during learning walks and monitoring.	Assistant Head and other members of SLT discussing maths learning with children throughout the year. Continuous CPD throughout the year to develop LSA and teachers skills.	Pupils routinely use sentence stems to discuss not only procedures but also concepts in maths.	
Action 3: Number sense to be taught across the school.	Continuous CPD throughout the year to develop LSA and teachers skills.	EYFS - Y3 have daily sessions of NumberSense maths. 85% of pupils reach age appropriate level at the end of EYFS and KS1	
Action 4: Each class will have maths boxes with relevant resources for any lesson.	Assistant Head to make up boxes and give to each class.	Maths boxes with resources are in classes and observed by SLT being regularly used by pupils.	
Action 5: Introduce Talk4Writing in Year 1 & Year 5	Leader for Learning teacher in Year 5 to develop process with UPS teacher in Year 1. Process to be rolled out to other year groups by end of Spring Term	Children's writing includes more imaginative and complex sentences. At least 85% of pupils are writing at age appropriate level in Years 1 & 5. At least 80% of pupils are writing at age appropriate level in years 3 & 4.	
Action 6: Confident use of phonics skills and knowledge to attempt phonetically plausible words resulting in more adventurous language EYFS - Y2	Phonics lead to train teachers and support staff in Year 2 to deliver high quality phonic sessions at the end of the Summer term 2021 - 2022 and continue with the support into September 2022 - 2023. Assistant Head to deliver training across the Federation for all adults involved in phonics teaching to ensure fidelity to phonics programme. 31.10.2022 HoS to continue to support her phonics	Children are using phonics to spell more adventurous words in their writing across the curriculum. At least 85% of pupils are writing at age appropriate level	

	groups throughout the Autumn term Y2 and Spring/Summer term Y1.		
Action 7: Key vocabulary and sentence stems to be introduced for all areas of the curriculum and evident in floor books and displays.	CPD delivered for use of floor books and how to record children's understanding in writing. Learning walks to ensure that children are able to use key vocabulary in sentences when talking about their learning and understanding.	Children are able to talk about their learning using key language and sentence stems.	

School Development Priority 3

To implement floor books across the school to ensure children's learning experiences are meaningful and enriching

Rationale	What's already happening	What is going to happen?
<p>Teachers engage children through enriched tasks and experiences.</p> <p>Children are able to make connections and links across the curriculum.</p> <p>Children feel empowered and have ownership over their newly learned skills and knowledge.</p> <p>Increased opportunity to diversify the curriculum and better reflect and represent the demographic of the class.</p>	<p>Year 1 implemented floor books alongside integrated learning for CC and Science across the previous academic year.</p> <p>Year 1 staff have worked collaboratively across the federation to develop best practice of floor books.</p> <p>Year 2 and 5 implemented floor books in CC and Science in summer term in previous academic year.</p> <p>Teachers have received multiple CPD sessions around the rationale of using floor books as well as how to implement them successfully.</p> <p>Guidance from previous SIP visits on best ways to evidence breadth and depth of the curriculum.</p> <p>Progression of skills and knowledge is more explicit in the floorbooks, in year 1 and 5. Children can explain their learning more deeply..</p>	<p>Action 1: Floor Books - Teachers to use floor books to evidence learning in the classroom for cross curricular, science, jigsaw and RE lessons.</p> <p>Action 2: Teachers to adapt planning and delivery of lessons to ensure memorable experiences help children learn more and remember more.</p> <p>Action 3: Subject specific language will be displayed and referred to throughout humanities and science topics.</p> <p>Action 4: Continued CPD to review and develop the floor books across the year.</p>

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
Action 1: Floor Books - Teachers to use floor books to evidence learning in the classroom for cross curricular, science, Jigsaw and RE lessons.	On-going CPD for Lead teachers for science, PHSE (Jigsaw) and the curriculum to develop teaching a learning using floor books. CPD delivered to all staff by Lead teachers. INSET Day 01.09.2022 CPD 17.10.2022	At least 85% of pupils are able to explain their learning during learning walks using the floor books as reference. During monitoring process children will be able to speak about their learning using the floor books as prompts.	INSET training – all KS2 classes have floor books for Science, CC, Jigsaw evidenced on 27 th September 2022
Action 2: Teachers to adapt planning and delivery of lessons to ensure memorable experiences help children learn more and remember more.	On-going CPD for Lead teachers for science, PHSE (Jigsaw) and the curriculum to develop teaching a learning using floor books. CPD delivered to all staff by Lead teachers.	85% of children are able to speak clearly about their learning linked to lessons and experiences. During the monitoring process children will be asked about their experiences using the floor books and whether it has made a difference to their learning,	
Action 3: Subject specific language will be displayed and referred to throughout humanities and science topics.	Key vocabulary identified in Medium Term plans and used for displays in and out of classrooms. (Inside classrooms 30.09.2022 and outside classrooms 28.10.2022) Linking key vocabulary teaching to Word Aware for whole class and identified small groups.	All teachers have identified the key vocabulary for lessons and display these in their classrooms and in displays outside of their classrooms.	
Action 4: Continued CPD to review and develop the floor books across the year.	Time identified in strategic planner for CPD. Monitoring processes changed to allow more time for subject leads to support individual teachers. INSET – 01.09.2022 CPD – 17.10.2022	Floor books reflect learning and understanding across the school. Lessons become more engaging with experiences linked to learning to ensure that 85% of children learn more and remember more.	

School Development Priority 4

To ensure consistency in teaching and learning across the school

Rationale	What's already happening	What is going to happen?
<p>Consistency in teaching allows for successful changes and adaptations to approaches (eg. floor books, NumberSense, TalkforWriting, etc).</p> <p>Significant changes in staff placement across the school (e.g. across key stages).</p> <p>Parents are able to support their children in line with what is being taught in school due to acting upon feedback from our school community to ensure clear communication pathways.</p> <p>Monitoring of teaching and learning enables individual support for teachers and support staff.</p>	<p>CPD for staff relevant to areas that need development.</p> <p>Monitoring and support schedules updated to improve practice (subject action plans, learning walks).</p> <p>Meet the Teacher meetings and website updates to clearly communicate the provision in classrooms and how parents/carers can support at home.</p>	<p>Action 1: Training for subject leads</p> <p>Action 2: Monitoring structure to change to ensure maximum impact on teaching and learning.</p> <p>Action 3: Teachers given opportunities to observe experienced staff to develop their own skills.</p> <p>Action 4: Support provided for identified teachers to improve teaching and learning in classes.</p> <p>Action 5: Expectation and format given for sharing teaching and learning online via the website by teachers.</p> <p>Action 6: End of Key Stage data, Multiplication Table Check, Phonics screening and end of EYFS moderation show that 85% of children are working at expected with 80% combined and 20% of children at the end of Y2 and Y6 are working at Greater Depth.</p>

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
Action 1: Training for subject leads	Membership of HTSA to support training and development of lead teachers. Cross Federation Collaboration	Pupils are working at age appropriate levels or above across the curriculum with 85% reaching end of EYFS, KS1 and KS2 expectations.	
Action 2: Monitoring structure to change to ensure maximum impact on teaching and learning.	Change of focus to ensure that support is available quickly for teachers not meeting the Teachers' Standards and delivering consistently good teaching and learning in their classes. Monitor structure to be in place by 30.09.2022	Pupils are working at age appropriate levels or above across the curriculum with 85% reaching end of EYFS, KS1 and KS2 expectations. Standard of teaching and learning is assessed as good or better across the school for all teachers.	Monitoring structure has been shared with all teachers and SLT book monitoring has began 30.09.2022
Action 3: Teachers given opportunities to observe experienced staff to develop their own skills.	Cover teacher will be made available to ensure that teachers can observe outstanding practice and work with subject leads to develop their knowledge, understanding and delivery in all subjects.	Pupils are working at age appropriate levels or above across the curriculum with 85% reaching end of EYFS, KS1 and KS2 expectations. Standard of teaching and learning is assessed as good or better across the school for all teachers.	
Action 4: Support provided for identified teachers to improve teaching and learning in classes.	Support process developed to ensure that a gradual approach to support is delivered to teachers identified as needing support to develop their delivery of high quality teaching and learning.	Pupils are working at age appropriate levels or above across the curriculum with 85% reaching end of EYFS, KS1 and KS2 expectations. Standard of teaching and learning is assessed as good or better across the school for all teachers.	Support structure in place – 30.09.2022
Action 5: Expectation and format given for sharing teaching and learning online via the website by teachers.	SMT to develop and share expectations for sharing teaching and learning on the school's website.	Deadlines for sharing teaching and learning website is met by all teachers.	
Action 6: End of Key Stage data, Multiplication Table Check, Phonics screening and end of EYFS moderation show that 85% of children are working at expected with 80% combined and 20% of children at the end of Y2 and Y6 are working at Greater Depth.	CPD for reading, writing and maths. Monitoring by SLT to ensure good progress for those children not at age expected. Pupil Progress Meeting to discuss how to support and plug the gaps for children working below age expected, making negative progress, PPG or should be working at Greater Depth. Quality first teaching targeting children identified and interventions setup to close the gaps.	Pupils data show that 85% of children are working at age expected or above, 20% of children are working at Greater Depth and combined data is 80% for each year group from Y2 - Y6.	

School Development Priority 5

To enhance provision for staff and pupils' mental health and wellbeing

Rationale	What's already happening	What is going to happen?
<p>To better understand how our pupils' mental health is and how best to improve it</p> <p>To ensure as many children as possible are ready for learning throughout the school day</p> <p>To ensure the maximum number of children are learning and able to regulate their emotions throughout the day</p> <p>To ensure that children have the tools to manage conflict.</p> <p>To better understand how our staff mental health and wellbeing is and how to support them best</p>	<p>Active Mental Health Team</p> <p>Time to talk opportunities</p>	<p>Action 1: Mental Health and Wellbeing Audit</p> <p>Action 2: Quantitative data to be collected from pupils</p> <p>Action 3: Quantitative data to be collected from staff</p> <p>Action 4: Termly SLT learning walks focusing on behaviour, classroom environments, teacher/pupils interactions and pupil engagement</p> <p>Action 5: Focus on conflict resolution</p> <p>Action 6: CPD around deficit thinking and shifting staff mind-sets</p> <p>Action 7: Class 13 anti-racist CPD and teaching built in to curriculum</p>

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
Action 1: Mental Health and Wellbeing Audit	Senior Mental Health and PSHE Leads to complete an audit in autumn term	Audit document completed and shared with SLT by September 30th	
Action 2: Quantitative data to be collected from pupils	Questionnaires about wellbeing and mental health distributed in Autumn term and Summer term	Audit document completed and shared with SLT by September 30th	
Action 3: Quantitative data to be collected from staff	Questionnaires about wellbeing and mental health distributed in Autumn term and Summer term	Audit document completed and shared with SLT by September 30th	
Action 4: Termly SLT learning walks focusing on behaviour, classroom environments, teacher/pupils interactions and pupil engagement	Scheduling learning walks	Children feel safe and secure in their classroom environment. All staff are supporting the children to access the learning to the best of their ability. SLT will have a picture of classroom environments across the school. SLT can provide targeted support if necessary.	Autumn 1 Learning Walk EXH & HoS 27.09.2022
Action 5: Focus on conflict resolution	Ambassador training CPD with all staff OPAL Leaders training	Year 6 Ambassador are supporting other pupils to resolve conflicts and so these are not developing into major behaviour incidents. All members of staff are able to defuse incidents and bring closure.	
Action 6: CPD around deficit thinking and shifting staff mind-sets	Deputy Head to lead on deficit thinking model and provide CPD	The perspective that minority group members are different because their culture is deficient in important ways from the dominant majority group is challenged and changed. Expectations for all pupils are raised.	
Action 7: Class 13 anti-racist CPD and teaching built in to curriculum	Continued support from Class 13 to develop our exploration of unintentional bias. CPD session across the year to develop staff understanding. Curriculum changes to continue to ensure our curriculum reflects our community.	Pupils and parents express positive views about being valued and belonging. Changes are evident in our curriculum. It Takes a Village sessions are advertised to parents and staff with specific parents identified and spoken to so that they	

	It Takes a Village project to continue across the Blossom Federation. Daubeney – Autumn Term Sebright – 08.03.2022 Lauriston – Summer Term	contribute to the conversation.	
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