

St Nicholas CE Primary – School Development Plan 2023-24

1) Leadership and Management

Key Priorities	Actions	Person Responsible	Time Scale	Resource Implications	Monitoring Strategy	Success Criteria
To review and renew the schools biblical underpinning – it is not inclusive for all, it focuses on only achieving if you believe in God.	Discuss and work with the new Vicar and SAST's Flourishing Director to develop and adopt a new biblical underpinning which is in line with the schools values and motto but is inclusive for all.	JW	End of Autumn term	Discussions	GB	Narrative behind the new biblical underpinning is clear and accurately captures the vision and values as expressed by the pupils
To ensure that the school's vision, values and biblical underpinning can be evidenced in all the school's policies.	Launch and embed the new biblical underpinning and through whole school worship planned programme.	JW & IF	Spring term	Leadership time	Shared with all stakeholders Pupil/parent voice	Pupils and staff have a clear understanding of the school's vision, values and biblical underpinning and how they related to one another.
To continue to develop subject leader development and understanding of their role. <i>To improve the consistency of subject</i>	As policies are rewritten ensure that this narrative is weaved through and taken into account as they are written. A lot of work was done on this area last year however as the year developed with long term absence, and high teacher turn over for the size of the school there are new subject leaders in post who did not receive this training.	JW & GB	On going	Leadership and Governor time.	GB	Biblical narrative is evident and underpinning the schools policies.

<p><i>leadership across the school so it is always good or better.</i></p>	<p>Remind and Share expectations of subject leaders, including offering support with:</p> <ul style="list-style-type: none"> - Monitoring – learning walks, book scrutiny, pupil voice, planning scrutiny. - Subject policy - Subject information on website - Subject leader file <p>Create a subject leader release schedule for 2023-24, to give leaders non-contact time to develop and monitor their subjects.</p> <p>Subject leaders to lead on the development of their subject across the school:</p> <ul style="list-style-type: none"> - Write action plan - Audit skills coverage - Take part in monitoring schedule - Feedback to staff - Lead and promote their subjects 	<p>BB/JW/ possible SAST support</p>	<p>Autumn term</p>	<p>Working with individuals during SL time</p>	<p>Copies of monitoring to JW</p>	<p>Subject leaders to write up findings and share with staff. Identify any areas to develop and good practise.</p>
<p>To provide training for staff on ADHD and Autism as the number of children now diagnosed has increased.</p>	<p>Use materials and training provided by Dorset County, deliver training for staff on ADHD and Autism. eg -ADHD Webinar -Making sense of Autism</p> <p>Also, discuss with the SAST Director of Inclusion and other training that may be available.</p>	<p>SS</p>	<p>Autumn/Spring term</p>	<p>Training costs? Currently unknown</p>	<p>JW</p>	<p>Staff undertake training and are better prepared and equipped to meet the needs of children.</p>
					<p>Evidence in subject monitoring files</p>	<p>Staff given time to fulfil their role and have more ownership of their subject.</p>
					<p>Copies of findings/reports given to JW & BB</p>	<p>Subject leaders to write up findings and share with staff. Subject leaders have a sound knowledge of their subject and its development across school which they can share with Governors.</p>

2) Quality of Education

Key Priorities	Actions	Person Responsible	Time Scale	Resource Implications	Monitoring Strategy	Success Criteria
To raise standards in Phonics through engaging in the support and training from the Cornerstone English Hub	<p>Bid submitted to Cornerstones English Hub in the last academic year for support in Phonics. This was successful. Support to start September 2023.</p> <p>Training Support Package is in two simultaneous tranches – Cornerstones English Hub and RWI</p>	JW/BB	Starting Sept 2023 for 2 years.			Support and funding from Cornerstones English Hub and RWI to train staff in delivery of RWI, to ensure consistency of practise. To buy additional resources. To train the new reading leader on leading phonics/reading across school. To raise standards in Yr 1 phonics Screening check.
	<p><u>Cornerstones English Hub – Intensive Support</u></p> <ul style="list-style-type: none"> - 6 days support in school from the English Hub Literacy Specialist (Chloe-Rose Goodwin) - 9 afterschool Network Meetings this academic year. To provide updates and advise on best practice. - Attend English Hub Conference <p><u>Read, Write Inc – Support Package</u></p> <ul style="list-style-type: none"> - Purchase RWI books and resources so the school have the complete package. 	BB	31/11, 27/11, 30/1, 5/3, 23/4, 25/6	Release cost backfilled from English Hub.	Visit reports from Chloe sent to JW	To support Reading leader in the delivery of phonics. Coach members of staff who need support.
		RWI	Arrived Sept'23	Cost covered by RWI. Time for BB to organise resources for staff.	JW	

	<ul style="list-style-type: none"> - Online subscription activated for all staff. Access to all resources and training videos. - JW and BB attend a RWI Leadership Training Day, in Bournemouth. - RWI trainer to deliver an Inset Day for all staff on Speed Sounds Lessons and Blending - 3 additional Development Days this academic year for school with Michelle Macfarlane (trainer) 	<p>JW/BB</p> <p>Naomi Collyer</p> <p>BB</p>	<p>12/10/23</p> <p>20/10/23</p> <p>12/1/24 30/4/24 19/9/24</p>	<p>Cost for teaching staff to attend who don't normally work that day.</p>		
<p>To raise attainment in writing across the school.</p>	<p>Review existing practise in writing across the school.</p> <ul style="list-style-type: none"> - Use evidence from end of 2023 SATS - Leadership learning walks – new staff - Writing book looks - Evidence from any SAST SSF visits <p>Consider similar approaches to writing to implement in school which provide more structure to better support staff.</p> <p>Eg Write Stuff</p> <ul style="list-style-type: none"> - JW visit other schools eg Shillingstone using this approach <p>Look into cost and training for school.</p>	<p>JW/BB</p> <p>JW/BB</p> <p>JW</p>	<p>Autumn term 2023</p> <p>By end of Autumn term</p> <p>Autumn/Spring term</p>	<p>Leadership time</p> <p>Leadership time</p> <p>Find out cost?</p>	<p>Finding from book looks/ learning walks</p> <p>Evidence in SAST reports</p> <p>Feedback to SIP partner</p> <p>SAST</p>	<p>Identification where gaps in practise are.</p> <p>JW to evaluate Write Stuff approach and decide whether it would meet the needs of St Nicholas to support and develop writing practice.</p> <p>Buy training and resources for school</p>

	<p>Gain an understanding of training needed in school to implement, create a plan and schedule of how and when this will happen.</p> <p>Staff training - 4 to 5 modules</p> <p>Write staff approach starts to be implemented and rolled out across school</p>	<p>JW & LI (once back from Maternity leave)</p>	<p>From Spring term</p>	<p>Staff meeting /Inset time.</p>	<p>Once rolled out, learning walks and book looks will provide evidence of new approach.</p> <p>Learning walks will show consistency of approach</p>	<p>Improve attainment against national in end of KS1 and KS2 assessments.</p> <p>Higher % of children reaching Greater Depth at the end of KS2.</p>
	<p>Monitor writing attainment across the school, particularly end of Key Stage assessment points.</p> <p>Staff also attend and take part in SAST moderation events.</p>	<p>JW/BB/LI</p>	<p>Ongoing throughout forthcoming academic year.</p>	<p>Participation in monitoring events.</p> <p>Staff meeting time.</p>	<p>Book looks</p> <p>Internal / external writing moderation.</p>	<p>Improve attainment against national in end of KS1 and KS2 assessments.</p> <p>Higher % of children reaching Greater Depth at the end of KS2.</p>

3) Behaviours/Attitudes and Personal Development

Key Priorities	Actions	Person Responsible	Time Scale	Resource Implications	Monitoring Strategy	Success Criteria
To launch, implement and review a new whole school Behaviour Policy based on Paul Dix strategies and book 'When adults change, everything changes'	<p>Deliver Inset to all staff on Paul Dix approach.</p> <ul style="list-style-type: none"> - All staff to be invited - Whole school approach - This will start from the first day back with children - JW to put resources in a shared driver for staff - Class teachers to make Recognition Boards, they will be visible in each classroom. 	JW	5/9/23	Leadership time to prepare	Invite GB to attend	In classrooms Recognition Boards will be visible Teachers will be focusing on the positive. 3 rules will be displayed and referred to in classes – Ready, Respectful, Safe Classroom Plans will be visible
	<p>Teachers to have a lesson explain to children about new approach to behaviour. Outline the focus on positive and Recognition Boards, Positive Note. Discuss the Classroom Plan and sanctions which may happen.</p>	Class teachers	First week of term	Use resources provided by JW	JW will see and hear this in action	Children will be able to demonstrate understanding of new system through discussions.
	<p>Inform parents of the new approach being used in school, holding an information meeting. Then put PPT used on the school website.</p>	JW	19/9/23	Leadership time	Report to GB & Invite to attend	Practise shared Parents understand the new approach. Opportunity for Q&A
	<p>Review with staff how this approach is going and any issues that they may be encountering.</p>	JW	Autumn term – more frequently but	Have item on staff meeting	Minutes of meeting	Staff able to share experiences and both good practise/successes and

	<p>Monitor implementation of new Behaviour approach through</p> <ul style="list-style-type: none"> - Learning walks - Lesson observations - Pupil discussions - SAST visits 		throughout the year.	agenda regularly. After school meeting	areas they feel they require more support. JW to provide extra training on areas identified.
	<p>Review school behaviour and rewards policy. Rewrite school Behaviour Policy,</p>	JW	By Summer term 23	Leadership time	Any concerns can be discussed with individual staff or if more general shared at the meeting and additional support given. Consistency in practise across the school.
To implement 'Stormbreak' - a whole school initiative that supports children by providing a toolkit of strategies to support their mental health, now and in the future.	<p>JW and JWIl attended Stormbreak training during the Spring and Summer Terms 2023.</p> <p>Stormbreak Shine to be implement across the whole school:</p> <ul style="list-style-type: none"> - Deliver Inset session for staff to inform them about what Stormbreak is and the benefits to children. - Give out resource packs and show how to access online resources. - Discuss how to use them and set initial expectations. <p>Monitor the implementation of Stormbreak through learning walks and pupil voice.</p>	JW/JWIl	By end of Autumn term	Staff meeting time Subject leadership time	<p>New Behaviour and Rewards policy created and shared.</p> <p>Staff are confident to lead Stormbreak sessions in their class using the resources provided.</p> <p>Storm break sessions will happen during the allocated 'Mindfulness session' on the school timetable.</p> <p>Staff will eventually be doing at least 3 Stormbreaks per week – Online resource monitors usage.</p> <p>Pupil voice – pupils are able to articulate the value of these session.</p>

	<p>Purchase Stormbreak Plus in the Autumn term once initial subscription runs out. This will give access to Stormbreak Surge</p> <p>Implement Stormbreak Surge for individual pupils who need focused specialist intervention.</p>	<p>JW</p> <p>JWil</p>	<p>Autumn term</p> <p>Start in Spring term 2024</p>	<p>£200</p> <p>Subject leader time</p>	<p>Purchased</p> <p>Intervention records detail this being used.</p> <p>7</p>	<p>Pupils are eventually able to ask for Stormbreaks to help with situations.</p> <p>Ultimately leading to better mental health of pupils.</p>
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