

**St Nicholas CE VA Primary – School Development Plan 2022-23**

**1) Leadership and Management**

<b>Key Priorities</b>	<b>Actions</b>	<b>Person Responsible</b>	<b>Time Scale</b>	<b>Resource Implications</b>	<b>Monitoring Strategy</b>	<b>Success Criteria</b>
To embed the school's new vision and values.	To write the Narrative to exemplify our new vision and values and also our pictorial representation of the pedalo. - Collate all the work done by children and staff and create the narrative	JW & working party	End of Autumn term	Meeting times	GB member present  Share with Diocesan SEP	Narrative is clear and accurately captures the vision and values as expressed by the pupils
	Contact a local artist to discuss the creation of a mural/art piece to depict the 'Pedalo'	JW/ SU to help facilitate	End of Spring term	Artist fees & materials	Report to GB	New mural of our vision vessel (pedalo) displayed in school
	The narrative can then be displayed around the Pedalo to tell the story/journey	JW	End of Spring term - dependant on artist availability	Materials	Report to GB	All stakeholders understand the school's vision and values from the display
	Reupholster the Values cushions in the entrance area – possibly with the support of the local WI	JW/SU	Autumn term	Materials	Report to GB  Shared with all staff	Cushions on display at the front of school
	Continue to embed the new values and vision through whole school worship planned programme.	JW & IF	Throughout the year	Leadership time		Pupils and staff have a clear understanding of the schools vision and values.

<p>To extend subject leader development and understanding of their role.</p> <p><i>To improve the consistency of subject leadership across the school so it is always good or better.</i></p>	<p>Each individual subject leader to take part in a subject 'deep dive' with independent school improvement partner – Peter Farrington</p> <ul style="list-style-type: none"> <li>- This will be for one of their subjects and will be a learning experience tailored to needs/experience.</li> </ul>	JW/BB	Autumn term 22	Leadership time SIP costs £	Report written by Peter Farrington	Subject leaders experience a 'deep dive' for at least one of their subjects. Report provides next steps for subject leaders
	<p>Share expectations of subject leaders, including offering support with:</p> <ul style="list-style-type: none"> <li>- Monitoring – learning walks, book scrutiny, pupil voice, planning scrutiny.</li> <li>- Subject policy</li> <li>- Subject information on website</li> <li>- Subject leader file</li> </ul>	BB	1 <sup>st</sup> half Autumn term	Staff Meeting/Inset Day	Minutes of meetings	Subject leaders to write up findings and share with staff. Identify any areas to develop and good practise.
	<p>Create a subject leader release schedule, to give leaders non-contact time to develop and monitor their subjects.</p>	BB/JW	1 <sup>st</sup> half Autumn term	BB to use one of her leadership days to provide cover	Evidence in subject monitoring files	Staff given time to fulfil their role and have more ownership of their subject.
	<p>Subject leaders to lead on the development of their subject across the school:</p> <ul style="list-style-type: none"> <li>- Write action plan</li> <li>- Audit skills coverage</li> <li>- Take part in monitoring schedule</li> <li>- Feedback to staff</li> <li>- Lead and promote their subjects</li> </ul>	BB & Subject leaders	During the whole academic year	Leadership time	Copies of findings/reports given to JW & BB	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.
		BB	Autumn Term	Leadership time	Copy given to JW	Rolling programme created with limited cross over.

	<p>Develop a rolling programme to ensure that not all monitoring is completed at the same time. Subject leaders using findings from monitoring to start to perform a 'deep dive' for their subject.</p>	<p>BB &amp; Subject leaders</p>	<p>By end of Summer term 23</p>	<p>Leadership time</p>	<p>Copies of reports shared with JW and GB</p>	<p>Finding from 'deep dives' are used to inform next year's development plans.</p>
--	---	---------------------------------	---------------------------------	------------------------	--	--

## 2) Quality of Education

Key Priorities	Actions	Person Responsible	Time Scale	Resource Implications	Monitoring Strategy	Success Criteria
To continue to embed the whole school approach to teaching writing through Talk for Writing. Monitor for consistency, delivery and progression.	<p>Monitor how Talk for Writing is being implemented.</p> <p>Remind staff of key expectations ahead of a learning walk, i.e. age appropriate texts being used, text maps, children telling stories or texts, washing lines, toolkits, shared writing, reading areas, drama opportunities and enthusiasm / engagement.</p> <p>Core texts and class novels to be reviewed and updated where needed.</p> <p>Working English display in each classroom to reflect the unit being taught. Pupils to be able to use this as an aid to learning as well as a means to showcase work that has already been done.</p>	LI / BB	Throughout forthcoming academic year.	<p>Continued access to Babcock (No Nonsense Literacy) for book plans.</p> <p>Visit to an approved Talk for Writing school.</p> <p>Further Pie Corbett CPD either online or in attendance at a course.</p>	<p>Learning walks</p> <p>Book looks.</p>	<p>Talk for Writing is embedded consistently across the school and pupils make good or better progress.</p> <p>Evidence of Talk for Writing in each classroom.</p>
To raise attainment in writing across the school.	<p>Monitor writing attainment across the school, particularly end of Key Stage assessment points.</p> <p>Compile a file of examples of writing across the school with highlighted objective sheets as exemplar material for staff to refer to.</p> <p>Subject leader to take part in monitoring with other schools.</p>	LI / BB	Ongoing throughout forthcoming academic year.	<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>

<p>To improve attainment in spelling, punctuation and grammar.</p>	<p>Look again at provision for SPAG across RWI Spelling and No Nonsense Spelling to ensure sufficient coverage.</p> <p>Remind staff of embedding SPAG teaching within the delivery of Talk for Writing.</p>	<p>LI / BB</p>	<p>Jan-April '23.</p>	<p>Continued subscription to RWI Spelling online.</p> <p>Update any SPAG related resources where appropriate.</p>	<p>Attainment data.</p> <p>Book looks</p> <p>Learning walks.</p>	<p>Higher percentage of children at end of KS2 making good or better progress (narrowing the gap).</p>
<p>To develop clear provision/ progression maps in reading and writing across the school, for each year group / class.</p>	<p>Staff to input on a spreadsheet key texts covered across the year and in what term these appear (Reading).</p> <p>As above but for writing, when specific genres / key objectives are covered.</p>	<p>LI</p>	<p>Nov-Dec '22 (before LI goes on MAT leave).</p>	<p>Subject leadership time (LI)</p> <p>Support from Sally Craig at County (ELC) 09.11.22 &amp; 23.11.22.</p>	<p>Staff to input coverage for this academic year ready to be shared with all staff at a staff meeting.</p>	<p>Progression of skills is clear across the school.</p> <p>All teaching staff aware of what is covered in year group and any clashes / repetition / omissions are addressed.</p> <p>There is sufficient coverage of key skills and objectives across the school.</p>
<p>To keep the profile of reading high across the school.</p>	<p>Library is well stocked and well used.</p> <p>Children are encouraged to have more involvement with the library, i.e. invited to write book reviews and have these displayed.</p> <p>A volunteer reader assigned to each class to hear children read. Send out a plea to parents / local community for readers.</p> <p>Invite guest readers / authors into school to read to the children (e.g. parents / relatives, local theatre group etc).</p> <p>Book fair / book swap to be arranged on or around World Book Day 2023.</p>	<p>LI / BB</p>	<p>Ongoing across the year.</p>	<p>Budget for new and current books where applicable.</p> <p>Book fair / book swap March '23.</p>	<p>Class involvement with the library.</p> <p>Reading resources.</p>	<p>A class reader (volunteer) is assigned to each class to hear children read on a regular basis.</p> <p>The library is well used by all children and they feel they have greater involvement / responsibility for it.</p> <p>All children have the opportunity to take a book home on World Book Day.</p>

To review and develop the Cornerstones Foundation and Science Curriculum across the school	Ensure there is continuity and progression across all Key Stages using the Cornerstones Curriculum Ensure all Foundation subjects and Science are meeting National Curriculum requirements and coverage	BB	Autumn Term 22	Leadership Time	Analysis of curriculum coverage Minutes of staff meetings or inset delivered	Staff using LTP to plan lessons that show there is continuity and progression
	Support from Cornerstones to map out a LTP (Long Term Plan) ensuring coverage of the national curriculum with our school set up	BB	Autumn 22	Leadership Time	Notes from meetings	BB share LTP with staff with staff using it with confidence and enthusiasm
	Seek advice from Peter Farrington on curriculum development with a view to a visit from Ofsted	BB	Autumn 22	Leadership Time Advisor Fee	Report write up	BB to share findings with staff and make adjustments where necessary
	Launch Cornerstones Curriculum 22 with support from Cornerstones	BB/JW	Spring Term 23	Leadership Time/Staff Meetings	Minutes New LTP	Subject Leads confident that there is sufficient curriculum coverage of their subject
	Monitoring Planning, Big Books, Project Journals	BB	Termly	Leadership Time	Monitoring Forms	Evidence collected to show that staff are following LTP with a record of what is being taught Findings shared with staff in preparation for Autumn 23
	Review projects and LTP taking into account class arrangement for Autumn 23	BB	Summer 23	Leadership Time	LTP Minutes from meeting	Staff adapt planning
	Begin to use other resources/tools available on Cornerstones e.g timetabling, assessment grids	BB/JW	Summer 23	Leadership Time	Minutes from meetings with Cornerstones and staff meetings	Staff trained to use tools available on Cornerstones and using affectively

### 3) Behaviours and Attitudes

Key Priorities	Actions	Person Responsible	Time Scale	Resource Implications	Monitoring Strategy	Success Criteria
To implement a therapeutic approach to behaviour across the school using 'Dorset Steps'.	Deliver Inset to all staff on Dorset Steps. This will be split into two sessions during the school year.	JW	Autumn term	2 x ½ Inset Day Leadership time to prepare	Invite GB to attend	In the first part of the Autumn term staff to begin trying new approach and become more confident in this practise as the term progresses.
	Review with staff how this approach is going and any issues that they may be encountering.	JW	Throughout the year	Staff meeting time	Minutes of staff meeting	Staff able to share experiences both good practise/successes and areas they feel they require more support.
	Inform parents of the new approach being used in school, holding an information meeting.	JW & invite other staff to join/support	Autumn term	After school meeting	Invite GB to attend	Practise shared Parents understand the new approach
	Attend the regular Dorset Steps Network Meetings	JW	Half termly	After school meetings	Minutes of meeting	Any concerns can be shared at the meeting and feedback relayed to staff at staff meetings
	Review school behaviour and rewards policy. Create a working party to involving children, staff, GB and parents. Invite Isla Maclean-Wood to support school in developing key issues.	JW	By Summer term 23	Time for meetings IMW – time to support	Report to GB & Invite to attend	New Behaviour and Rewards policy created and shared.