



"Learning, Safety and Respect for all"

School Development Plan 2020-2021

INFORMING THE SCHOOL DEVELOPMENT PLAN

School Vision

Learning, safety and respect for all.

Being part of the Berlesduna Academy Trust

Good collaboration between staff within the school and across other schools is the key to success. Being part of the Berlesduna Academy Trust strengthens our opportunities to engage in collaboration and therefore improve the education and outcomes for all our children.

OFSTED actions (December 2016)

Areas identified from the inspection that the school needs to improve further:

Key Development: leaders continue their work to improve pupils' attendance

Key Development: leaders review the progress that pupils make in other subjects as rigorously as they review pupils' progress in English and mathematics

Key Development: all teachers provide opportunities for pupils to develop and practise their handwriting, and to write at length

Key Development: information on the school's website is regularly updated and accurately reflects the work-taking place in the school.

Priority 1: Quality of education

To maintain a high quality curriculum and look towards outstanding practise.

Specific Objective	Success outcome and intended impact on pupil attainment and progress	Specific Actions and Person/s Responsible	Potential Cost	Dates / Milestones	Specific Monitoring and Evaluation of impact on monitoring outcomes
Implement and monitor new curriculum maps across the school – EYFS / 1, 2/3, 4/5/6	<p>Pupils are in receipt of a broad and balanced curriculum.</p> <p>Pupil books demonstrate high quality work across a range of subjects.</p>	<p>Revised curriculum maps across the school.</p> <p>Revised short term plans – teacher plans are ambitious and show high expectations of progress and pupil learning.</p> <p>Weekly book scrutiny with a subject focus in staff meeting.</p> <p>High quality lesson drop-in observations to monitor high quality teaching and learning.</p> <p>High quality writing evident to drop ins and book scrutiny</p> <p>Subject leaders termly data gathering on FS subjects.</p>	N/A	<p>Introduced September 2020</p> <p>Followed across the year with regular monitoring.</p>	•
To further develop a broad vocabulary in all learners linked to the topic or unit of work that they are learning.	<p>Pupils evidence progress in their use of subject / topic related vocabulary</p> <p>High quality writing across all subject's</p>	Teachers to implement vocabulary display in their classroom relevant to the current topic – display to be a live display that is added to as the topic develops.		<p>September 2020</p> <p>Ongoing as new topics begin</p>	•

	evidence use of topic related vocabulary.	<p>Teachers to make effective use of vocabulary packs and supporting books to build on and develop vocabulary</p> <p>Book scrutiny through staff meetings to identify use of quality vocab related to current topic.</p>			
To develop and embed the EYFS outdoor learning environment to successfully impact on learner's independence skills.	The outside learning environment will enable children to progress with all areas of learning	<p>Outdoor learning environment planned for as part of weekly Continuous Provision.</p> <p>High Quality Learning activities covering all seven areas of learning are available in the outside learning environment.</p> <p>Adults model high quality language and interactions as part of the outside learning environment.</p>		Ongoing	•
To embed and expand the use of the 'characteristics of learning' in EYFs to inform what has been learned and where a learner needs to develop.	The Characteristics of Effective Learning will be used to evaluate each child's unique learning and development.	<p><i>Crays Hill Primary School is an Early Adopter of the new EYFS Framework and an Early Adopter of the National Baseline.</i></p> <p>All EYFS staff to be secure in knowing what the COEL are and how they can observed to extend the opportunities for children in order to develop</p>		Ongoing	•

		<p>characteristics independently to support learning.</p> <p>High quality planning and teaching will support effective learning and develop children as individuals.</p> <p>COEL will be used to ensure that children are building skills in resilience, engagement and motivation in order to become effective learners.</p>			
<p>To develop pupil and staff skill and knowledge in computing.</p>	<p>Staff deliver high quality computing lessons</p> <p>Pupils evidence good progress in their learning</p>	<p>Revise and implement new computing plans</p> <p>Purchase 'Purple mash' to use as a tool to deliver computing curriculum effectively.</p> <p>Development of display in computing suite to evidence learning across the school</p> <p>Vocab display in computing suite to ensure all staff and pupils are supported to use accurate and correct terminology and understand the definition.</p> <p>Pupil books evidence high quality examples of computing closely matched to pupil phase.</p>	<p>£600</p>	<p>Purple mash purchased for September 2020</p> <p>On going across year</p>	<ul style="list-style-type: none"> •

Priority 2: Behaviour and attitudes <ul style="list-style-type: none"> To take pupil behaviour from good to outstanding 					
Specific Objective	Success outcome and intended impact on pupil attainment and progress	Specific Actions and Person/s Responsible	Cost (include cost centres)	Dates / Milestones	Specific Monitoring and Evaluation of impact on monitoring outcomes
To successfully implement the Essex Steps behaviour policy across the school.	<p>Pupil behaviour around school is consistently good.</p> <p>Pupil, parent and staff questionnaires identify behaviour as good.</p> <p>Staff consistently apply policy and procedure evidenced through observations and drop ins.</p>	<ul style="list-style-type: none"> Behaviour policy revised Policy shared with staff and revisited in during weekly staff meetings Policy shared and approved with LGB Termly staff, pupil, parent questionnaires distributed Observations include behaviour element to assess consistency across school 	N/A	<p>September Inset – 23.09.20</p> <p>LGB 17.09.20</p> <p>Ongoing drop-ins across the year</p>	<ul style="list-style-type: none">
To make use of an online program to track and record safeguarding, attendance and behaviour incidents.	<p>Safeguarding reported and tracked using online program.</p> <p>Children’s needs are met promptly and well recorded.</p>	<p>Purchase of cpoms</p> <p>Staff training</p> <p>Transfer of information from paper copies to e copies</p>	£525	<p>September 2020</p> <p>October 2020 twilight</p> <p>Ongoing across the year</p>	

<p>To expand the pupils' knowledge and appreciation of other cultures, minority groups and family lives through the use of a daily reading session with carefully chosen books.</p>	<p>Pupils are able to talk about other cultures and lives using appropriate language and asking appropriate questions.</p>	<p>Travel Trunks for each class.</p> <p>Travel trunks to contain books that talk about families and children from cultures similar to and different to their own.</p> <p>Teachers to use these books to prompt age appropriate discussions about similarities and differences.</p> <p>Books to be read in allocated reading times across the day.</p>	<p>£750</p>	<p>Introduced September</p>	
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Priority 3: Personal development

To successfully and fully implement the relationship education curriculum

Specific Objective	Success outcome and intended impact on pupil attainment and progress	Specific Actions and Person/s Responsible	Cost (include cost centres)	Dates / Milestones	Specific Monitoring and Evaluation of impact on monitoring outcomes
To ensure RSE curriculum is fully implemented by the end of summer term 20-21	<p>Pupils received high quality RSE education</p> <p>Book scrutiny evidences high quality work.</p> <p>Pupil interview evidences good grasp of knowledge</p>	<p>Parents informed and consulted with</p> <p>New curriculum map</p> <p>Revised plans for each year group</p> <p>Monitoring delivery – consistency and quality</p> <p>Training twilight</p> <p>Regular book scrutiny (half termly)</p>	N/A	Summer term 2021	
To successfully re-integrate pupils into school life following a prolonged period of absence due to COVID 19.	<p>Pupils have good mental health and are happy to attend school</p> <p>Pupil questionnaires evidence that pupils are happy to attend school and feel safe.</p> <p>Quality of learning is maintained</p>	<p>Risk assessment detailing actions to be taken to ensure a smooth reintegration to school life.</p> <p>Inset to interrogate RA and address questions, queries and confusions before term starts.</p> <p>Review of key learning policies to ensure fit for</p>	N/A	Autumn 2020	

		<p>purpose on return to school: behaviour, marking, curriculum etc</p> <p>Pupil well-being questionnaires</p>			
<p>To promote staff well-being through development of school premises and the staff as a team.</p>	<p>Staff feel safe and secure in the school environment as evidenced in staff questionnaire.</p> <p>Staff have good quality mental health and feel well supported</p>	<p>Refurbishment of staff room</p> <p>New furniture to enable staff to relax and safely distance in staff room.</p> <p>More staff room equipment to ensure staff can get their lunch in a timely manner.</p> <p>Staff social events calendar to enable staff to meet up outside working hours</p> <p>Termly end of term staff celebrations – identifying successes.</p> <p>Clear communication through use of WhatsApp group</p> <p>Key stage staff teams established to ensure small group support and team work.</p> <p>Termly staff well being questionnaires</p>	<p>19-20 budget</p>	<p>September</p> <p>September</p> <p>Ongoing AH</p> <p>Termly – AH</p> <p>Ongoing</p> <p>September</p> <p>Mid term</p>	

Priority 4: Leadership and management

- To continue to raise the quality of teaching and learning

Specific Objective	Success outcome and intended impact on pupil attainment and progress	Specific Actions and Person/s Responsible	Cost (include cost centres)	Dates / Milestones	Specific Monitoring and Evaluation of impact on monitoring outcomes
To continue to raise the quality of teaching and learning to ensure all pupils make at least expected progress in relation to their attendance across all subjects	<ul style="list-style-type: none"> • Pupils make expected or better progress in relation to their attendance. • All teaching to maintain high quality • Book scrutiny evidences high quality learning and progression 	<ul style="list-style-type: none"> • HT to maintain detailed tracking systems to evidence pupil learning in relation to attendance across core subjects. • Staff to participate in unannounced drop in observations. 	NA	Ongoing	
Establishing new team in KS2	<ul style="list-style-type: none"> • Learning is consistent for all children across the KS2 classes • Books provide high quality evidence of work. • Behaviour in KS2 is deemed consistently good 	<ul style="list-style-type: none"> • This consists of one member of fulltime staff and two members of part time staff. Full time member of staff to oversee learning between the two classes, ensure effective handovers are completed and 	Cost of TLR 2	From September	

		<p>planning and books are kept up to date and to a high standard.</p> <ul style="list-style-type: none"> • Two classes are considered as one bubble to allow children to mix effectively and to effectively control behaviour and learning. • 			
Establish self-monitoring cycle	<ul style="list-style-type: none"> • KS2 staff to monitor learning effectively for planning, learning and assessment. • Pupil books demonstrate high quality work across a range of subjects. • Assessments to show good progress for all children in attendance. 	<ul style="list-style-type: none"> • KS2 team to meet weekly to monitor different aspects of learning and undertake book scrutinises. • KS2 team to discuss effect planning and assessment • Team to work together to ensure work load is sufficiently managed and support is given. 	NA	From September	
for new KS2 team to ensure consistent high quality.	<ul style="list-style-type: none"> • Pupils to have access to a broad and challenging curriculum • Pupils books to demonstrate high quality of learning across all areas of the curriculum 	<ul style="list-style-type: none"> • KS2 staff have reorganised curriculum to introduce a broader range of subjects. • Topics to be taught one per half term rather than shorter 4 week topics to ensure children develop sound knowledge and can build on learning effectively. 	NA	From September	

		<ul style="list-style-type: none"> • Writing to be developed through cross curricular writing sessions. • Planning to be split across the staff effectively and focus on subject leader knowledge 			
Embed and develop EYFS / KS1 team working for planning and assessment and ensure consistency across the classes.	<ul style="list-style-type: none"> • Ensure consistency in quality of teaching and learning • Team meetings • Consistent assessments (KS1) • WRM for Band 1 • 	<ul style="list-style-type: none"> • Fortnightly book scrutiny – one subject per session • Develop professional dialogue – e.g. transition from Year 1 * • CW and LB both following Band 1 WRM documents 		Ongoing	
Follow rigorous monitoring plan for EYFS / KS1.	<ul style="list-style-type: none"> • Ensure consistency in quality of teaching and learning • Monitor learning environments • Monitor planning folders • 10 minute peer to peer drop ins between classes 	<ul style="list-style-type: none"> • Fortnightly book scrutiny – one subject per session • Environment walks to ensure high quality learning opportunities • Monitor planning for age appropriate teaching and learning • Peer feedback 		CW and LB fortnightly meetings *(keep brief record of book looks and discussions)	

<p>To effectively delegate the PPG and SPG, ensuring value for money and high quality impact on learners.</p>	<ul style="list-style-type: none"> • SPG and PPG allocated effectively. 	<ul style="list-style-type: none"> • See separate plans 			
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