

Blossom Federation

Daubeney, Sebright and Lauriston



Lauriston School

School Development Plan 2022 - 2023

School Development Plan 2022 - 2023 Contents

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Daubeney Primary

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 with 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	Spring 2 / Summer 1	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, KS1 & 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	LSC's in Autumn Term	July 2022

		Heads of School Local School Committee chairs		
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
<ul style="list-style-type: none"> ● Raise attainment in EYFS to ensure majority of children achieve a GLD and attainment is above local and national averages. ● Raise attainment in Y1 phonics outcomes; KSI & KS2 SATs to ensure majority of children achieve standard, and attainment is above local and national averages. ● Narrow PPG gap in all statutory assessments ● Maintain or improve pupil trajectory from KSI to KS2 	<ul style="list-style-type: none"> ● Improve quality of teaching in maths for lowest 30% ● Improve quality of teaching in reading for lowest 30% ● Improve quality of teaching in writing (including handwriting) for lowest 30% ● Implement Forest School curriculum ● Revise Y1 curriculum to be more integrated ● Pilot Y1 integrated learning model in one Y2 class ● Raise standards of T&L so that there is an increasing number of 'outstanding' teachers ● Ensure actions from previous Ofsted are fully met and exemplified 	<ul style="list-style-type: none"> ● Induction of new Assistant Head ● Induction of new Safeguarding Lead ● Ensure new admin structure is implemented effectively ● Induction of new LSA's ● Induction of new Pastoral Lead model ● Embed new appraisal system to have greater impact on pupil outcomes and staff well-being ● Utilise HTSA CPD package ● SLT & SMT complete NPQ courses
Questionnaires	Strategy	Premises
<ul style="list-style-type: none"> ● Improve parental engagement ● Revise communications ● Ensure focus on staff wellbeing 	<ul style="list-style-type: none"> ● Implementation of new appraisal procedures ● Improve links with parent community ● Implementation of school reduction strategy 	<ul style="list-style-type: none"> ● Development of OPAL initiative ● Development of cafe area ● Installation of new Nurture Room ● Installation garden classroom/pond

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 2022 - 2023 are:

1. Improve outcomes for the lowest attaining pupils (30%) in reading and maths
2. Improve writing outcomes for all, including standards of handwriting
3. Continue to develop high quality inclusive practice.
4. Continue high quality provision in KS1 & EYFS
5. Development of leadership at all levels

School Development Priority I

Improve outcomes for the lowest attaining pupils (30%) in reading and maths

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> - A third of the children are not reaching expected standard in reading and maths in most year groups. - The barriers to those achieving standard are addressed - Leaving primary education with the skills and knowledge they need for secondary - To improve outcomes in statutory tests 	<ul style="list-style-type: none"> - Whole class reading approach in KS2 (DSR in KS1) - 1:1 reading interventions (KS2) - Opportunities to discuss text and develop reading skills - Subject lead working with HE literacy advisor (KO) - Improved book corners to encourage reading for pleasure. - City Year Volunteers trained to deliver DSR; Streamed comprehension task on Friday. - All children have been benchmarked to accurately group children for DSR. - Home reading routines embedded. Year 1 children take home 1 book at level, 1 book above and one phonics - Small focused group oral comprehension 	<p>Action 1: all teachers and LSAs are confident in articulating where the children need to be at the end of the year.</p> <p>Action 2: Monitoring process needs to be more explicit in identifying what is in place for the lowest 30%.</p> <p>Action 3: Teachers to deliver accelerator programmes for lowest attaining 30%.</p> <p>Action 4: Develop parental relationships with lowest attaining pupils via workshops.</p> <p>Action 5: Reading CPD for teachers and LSA's; Peer teacher observations; subject lead to support those new to KS1.</p> <p>Action 6: Maths lead to continue working with each year group (Autumn term); CPD for teachers and LSA's; subject lead to support those new to KS.</p> <p>Action 7: Preparatory work for Y4 MTC work in Y2 & 3</p>

	<p>linked to Colourful Semantics.</p> <ul style="list-style-type: none"> - DSR questioning and daily story time discussing text 	<p>Action 8: Achieve outcomes that are in line with or above the national average in maths at KS2.</p> <p>Action 9: Daily phonics in Year 1 and 2 (target Year 3 children)</p> <p>Action 10: Year 1 and 2 phonics interventions</p> <p>Action 11: Phonics packs sent home and weekly Family Phonics Workshops</p> <p>Action 12: Phonics training</p>
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Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
<p>Action 1: all teachers and LSAs are confident in articulating where the children need to be at the end of the year</p>	<ul style="list-style-type: none"> - CPD delivery by subject lead and HE advisor during the autumn term and ongoing. - Subject leads to compile a teacher and LSA peer observation rota. - Subject leads to support teachers by team planning; model teaching; team teaching. - Subject leads/SLT to quality assure LSA led interventions. 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews</p>	<p>Regular INSETS and CPD for training Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback</p>
<p>Action 2: Monitoring process needs to be more explicit in identifying what is in place for the lowest 30%</p>	<ul style="list-style-type: none"> - CPD delivery by subject lead and HE advisor during the autumn term and ongoing. - Subject leads to support teachers by team planning; model teaching; team teaching. 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews</p>	<p>Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits</p>

	<ul style="list-style-type: none"> - Subject leads/SLT to quality assure LSA led interventions. 		<p>HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback</p>
<p>Action 3: Teachers to deliver accelerator programmes for lowest attaining 30% in reading, writing and maths</p>	<ul style="list-style-type: none"> - Teachers to lead more pre & post school interventions. - Seeking the support of parents to ensure pupil attendance at pre & post school interventions - Incorporating leading an intervention into teachers' appraisal targets 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews</p>	<p>Regular INSETS and CPD for training Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teacher appraisals Teachers and LSA's CPD feedback</p>
<p>Action 4: Develop parental relationships with lowest 30% of attaining pupils via parent workshops</p>	<ul style="list-style-type: none"> - Parent workshops delivered by teachers, subject lead and HE advisor during the autumn term and ongoing. 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews Parent questionnaire feedback</p>	<p>Parent interviews Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback</p>
<p>Action 5: Reading CPD for teachers and LSA's; Peer teacher observations; subject lead to support those new to KS.</p>	<ul style="list-style-type: none"> - CPD delivery by subject lead and HE advisor during the autumn term and ongoing. - Subject leads to compile a teacher and LSA peer observation rota. - Subject leads to support teachers by team planning; model teaching; team teaching. - Subject leads/SLT to quality assure LSA led interventions. 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews</p>	<p>Regular INSETS and CPD for training Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback</p>
<p>Action 6: Maths lead to continue working with each year</p>	<ul style="list-style-type: none"> - CPD delivery by subject lead and HE advisor during the 	<p>CPD/INSET sessions Book monitoring and learning walk</p>	<p>Regular INSETS and CPD for training Book monitoring</p>

<p>group; CPD for teachers and LSA's; subject lead to support those new to KS.</p>	<ul style="list-style-type: none"> - autumn term and ongoing. - Subject leads to compile a teacher and LSA peer observation rota. - Subject leads to support teachers by team planning; model teaching; team teaching. - Subject leads/SLT to quality assure LSA led interventions. 	<p>feedback Termly assessment data Pupil interviews</p>	<p>Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback See maths action plan</p>
<p>Action 7: Preparatory work for Y4 MTC work in Y2 & 3</p>	<ul style="list-style-type: none"> - CPD delivery by subject lead and HE advisor during the autumn term and ongoing. - Subject leads to support teachers by team planning; model teaching; team teaching. - Subject leads/SLT to quality assure LSA led interventions. 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews</p>	<p>Regular INSETS and CPD for training Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback See maths action plan</p>
<p>Action 8: Achieve outcomes that are in line with or above the national average in maths at KS2.</p>	<ul style="list-style-type: none"> - CPD delivery by subject lead and HE advisor during the autumn term and ongoing. - Subject leads to support teachers by team planning; model teaching; team teaching. - Subject leads/SLT to quality assure LSA led interventions. 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews</p>	<p>Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback See maths action plan</p>
<p>Action 9: Daily phonics in Year 1 and 2 (target Year 3 children)</p>	<ul style="list-style-type: none"> - CPD delivery by subject lead during the autumn term and ongoing. - Phonics Lead to support teachers and LSA's by team 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews</p>	<p>Book monitoring Learning walks Termly assessment data Pupil interviews PPR</p>

	<p>planning; model teaching; team teaching.</p> <ul style="list-style-type: none"> - Subject lead & SLT to quality assure LSA led interventions. 		<p>HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback See maths action plan</p>
<p>Action 10: Year 1 and 2 phonics interventions</p>	<ul style="list-style-type: none"> - CPD delivery by subject lead during the autumn term and ongoing. - Phonics Lead to support teachers and LSA's by team planning; model teaching; team teaching. - Subject lead & SLT to quality assure LSA led interventions. 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews</p>	<p>Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback</p>
<p>Action 11: Phonics packs sent home and weekly Family Phonics Workshops</p>	<ul style="list-style-type: none"> - Phonics Lead to set weekly home learning targets i.e. 'Next Week we are learning to...'. - Identifying vulnerable pupils. 	<p>Termly assessment data Pupil interviews Parental attendance at workshops</p>	<p>Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback</p>
<p>Action 12: Phonics training</p>	<ul style="list-style-type: none"> - CPD delivery by subject lead and HE advisor during the autumn term and ongoing. - Subject leads to compile a teacher and LSA peer observation rota. - Subject leads to support teachers by team planning; model teaching; team teaching. - Subject leads/SLT to quality 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews</p>	<p>Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback</p>

	assure LSA led interventions.		
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School Development Priority 2

Improve writing outcomes for all, including standards of handwriting

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> - A third of the children are not reaching expected standard in writing in most year groups. - The barriers to those achieving standard are addressed - Leaving primary education with the skills and knowledge they need for secondary - To improve outcomes in statutory tests 	<ul style="list-style-type: none"> - Timetabled handwriting lessons - Timetabled handwriting lessons - Additional handwriting sessions in assembly time - Explicit spelling and grammar lessons - Writing process - opportunities to generate ideas, plan and edit writing - Quality first teaching - planning, clearly modelling expectations - CPD for teacher 1/9/22 (handwriting and spelling), 20/9/22 (improving writing outcomes), 27/9/22 (Colourful semantics) - Interventions - targeting lowest 30%/cusp expected, teacher led - Cross curricular writing opportunities - Writing moderation week 2 as baseline assessment. Children given targets for the term 	<p>Action 1: Access specialist support e.g. SaLT etc to support with lowest 30%</p> <p>Action 2: Teachers training on Federation writing model & levelling writing.</p> <p>Action 3: Increased number of in-school and cross federation writing moderation sessions.</p> <p>Action 4: Whole school writing assessment task Aut. 1 Week 2 to moderate writing across the school. Teachers to assess and set targets for all children.</p> <p>Action 5: Grammar Week Aut 1 Week 3 to focus on gaps identified in moderation task.</p>

	<ul style="list-style-type: none"> - Grammar focus week to address gaps - Focus on non-negotiables in marking (capital letters and full stops, presentation, dates) - Colourful Semantics used to develop basic sentence structure for those with SEND. 	<p>Action 6: Children given opportunities for extended writing in Cross Curricular subjects.</p> <p>Action 7: Emphasis on 'non-negotiables (HFW, capital letters and full stops).</p> <p>Action 8: Focus in Autumn Term on presentation and non-negotiables.</p> <p>Action 9: Additional handwriting focus during assembly.</p> <p>Action 10: Re-launch Pen Licence - Target for 20% of Year 2, 30% of Year 3; 50% of Year 4; 60% of Year 5 and 75% of Year 6 to secure pen licences by end of summer term.</p>
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Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
Action 1: Access specialist support e.g. SaLT etc to support with lowest 30%	<ul style="list-style-type: none"> - CPD delivery by subject lead and HE advisor during the autumn term and ongoing. 	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Regular INSETS and CPD for training Book monitoring Learning walks Termly assessment data Pupil interviews

	<ul style="list-style-type: none"> - CPD delivery by SaLT team Specialist teacher during the autumn term and ongoing. - Teachers' training on levelling writing. 		PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 2: Teachers training on Federation writing model & levelling writing.	<ul style="list-style-type: none"> - CPD delivery by subject lead and HE advisor during the autumn term and ongoing. - Teachers' training on levelling writing. - Teachers becoming qualified HE moderators. 	CPD/INSET sessions HE moderator training	Regular INSETS and CPD for training PPR HE SIP visits HE ODR visits Federation SLT Deep Dives
Action 3: Increased number of in-school and cross federation writing moderation sessions	<ul style="list-style-type: none"> - CPD/INSET sessions identified for moderation activities delivered by phase leads, subject lead and HE advisor during the autumn term and ongoing. - Teachers' training on levelling writing. 	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data	Regular INSETS and CPD for training PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 4: Whole school writing assessment task Aut. 1 Week 2 to moderate writing across the school. Teachers to assess and set targets for all children.	<ul style="list-style-type: none"> - CPD/INSET sessions identified for moderation activities delivered by phase leads, subject lead and HE advisor during the autumn term and ongoing. 	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data	Regular INSETS and CPD for training PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback

	<ul style="list-style-type: none"> - Teachers' training on levelling writing. 		
<p>Action 5: Grammar Week Aut I Week 3 to focus on gaps identified in moderation task.</p>	<ul style="list-style-type: none"> - CPD/INSET sessions delivered by subject lead and HE advisor during the autumn term and ongoing. - QFT 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data</p>	<p>Regular INSETS and CPD for training PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback</p>
<p>Action 6: Children given opportunities for extended writing in Cross Curricular subjects.</p>	<ul style="list-style-type: none"> - CPD/INSET sessions delivered by subject lead and HE advisor during the autumn term and ongoing. - QFT 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data</p>	<p>Regular INSETS and CPD for training PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback</p>
<p>Action 7: Emphasis on 'non-negotiables (HFW, capital letters and full stops).</p>	<ul style="list-style-type: none"> - CPD/INSET sessions delivered by subject lead and HE advisor during the autumn term and ongoing. - QFT 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data</p>	<p>Regular INSETS and CPD for training PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback</p>
<p>Action 8: Focus in Autumn Term on presentation and non-negotiables.</p>	<ul style="list-style-type: none"> - CPD/INSET sessions delivered by subject lead and HE advisor during the autumn term and ongoing. - QFT 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data</p>	<p>Regular INSETS and CPD for training Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback</p>

<p>Action 9: Additional handwriting focus during assembly.</p>	<ul style="list-style-type: none"> - CPD/INSET sessions delivered by subject lead and HE advisor during the autumn term and ongoing. - QFT 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data</p>	<p>Regular INSETS and CPD for training Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback</p>
<p>Action 10: Re-launch Pen Licence – Target for 20% of Year 2, 30% of Year 3; 50% of Year 4; 60% of Year 5 and 75% of Year 6 to secure pen licences by end of summer term.</p>	<ul style="list-style-type: none"> - CPD/INSET sessions delivered by subject lead and HE advisor during the autumn term and ongoing. - QFT 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data</p>	<p>Regular INSETS and CPD for training Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback</p>

School Development Priority 3

Continue to develop high quality inclusive practice.

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> - Our Ofsted Report in October 2019 included the need for support given to pupils with SEND to help them to make enough progress - The report also stated teachers and teaching assistants not having high enough expectations of what the SEND pupils can do - Teaching does not always sufficiently meet the needs of SEND pupils - Teachers to have high expectations of SEND pupils to improve engagement of pupils and improve outcomes - Also reflected in data outcomes (2021 - 2022) - PPG and SEND pupil outcomes to close attainment and progress gap from EYFS - Y6 - Increased number of SEND pupils on roll - Desire to develop specialist SEND provision/ARP 	<ul style="list-style-type: none"> - Awareness and tracked progress from EYFS to Year 6 via progress spreadsheets - Pupils discussed during pupil progress reviews and at least one child from 6 tracker children - deep dive into books - attainment tracking using engagement model and pre-key stage standards assessment - Phonics assessments, benchmarking and termly summative tests leading to interventions and differentiated support - Additional PE to develop motor skills and confidence - Additional Music lessons to develop life skills - Detailed context of pupil's needs in school and additional needs of safeguarding discussed during PPRs, safeguarding, Inclusion and SLT meetings - Specialist support via SaLTs, specialist teacher, educational psychologists and school nurse - Specific provision to support high needs 	<p>Action 1: Develop specialised Speech and Language provision in existing Rainbow Room - high level input from strategic team (SENCO, SaLTS and Specialist Teacher); measured impact via language screeners, progress data and case studies</p> <p>Action 2: Develop intervention room / Rainbow provision in KS1, lower KS2 and upper KS2 with pupils from each phase coming out to participate in interventions</p> <p>Action 3: High level staff training (teacher and LSAs) on strategies to support lowest 30% in reading, writing and maths in terms of making adjustments to planning to support inclusive practice - INSET Days, CPDs and bespoke training</p> <p>Action 4: Visual timetables supported by additional visual support such as Zones of Regulation, effective communication posters displayed in all classrooms</p> <p>Action 5: Develop specialism in Communication and Interaction specifically around Autism and have specialists within each year group to peer support. Training to develop such specialism via specialist teacher and external training. Develop SCERTS 'social partner' model</p>

	<p>(autistic) pupils within the Rainbow provision</p> <ul style="list-style-type: none"> - 1:1 support for pupils with an EHCP and small group differentiated support - Range of therapies and interventions such as Lego, and Yoga therapies; Attention Bucket, Speech and Language, Launchpad 4 Language, Circle of Friends and speech Bubbles interventions 	<p>Action 6: Each class to have specific SEND resources to engage pupils throughout the day with a visual timetable of teaching and learning</p>
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Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
<p>Action 1: Develop specialised Speech and Language provision in existing Rainbow Room - high level input from strategic team (SENCO, SaLTS and Specialist Teacher); measured impact via language screeners, progress data and case studies</p>	<ul style="list-style-type: none"> - Plan, design and layout with SEND steering Team (SENCO, SaLTS, Specialist Teacher and SLT) - Resources purchased appropriate to speech and language provision - EYFS lead to support teachers with speech and language assessments within two weeks of entry - Subject leads/ Phase lead/ SLT quality assure interventions and provision 	<p>CPD/ INSET Sessions Language screeners SaLT assessments Case studies</p>	<p>Regular INSETS and CPD for training Learning walks Termly SaLT meetings Pupil interviews PPR HE SIP visits HE ODR visits SaLT caseload impact report</p>
<p>Action 2: Develop intervention room / Rainbow provision in KS1, lower KS2 and upper KS2 with pupils from each phase coming out to participate in</p>	<ul style="list-style-type: none"> - Plan, design and layout with SEND steering Team (SENCO, SaLTS, Specialist Teacher and SLT) 	<p>CPD/ INSET Sessions Learning walks Pupil profile books Case studies</p>	<p>Regular INSETS and CPD for training Learning walks Profile book monitoring PPR</p>

<p>interventions</p>	<ul style="list-style-type: none"> - Resources purchased appropriate to speech and language provision - KSI lead to support teachers with timetable of provision - Subject leads/ Phase lead/ SLT quality assure interventions and provision 	<p>Assessment in line with The Engagement Model</p>	<p>HE SIP visits HE ODR visits Assessment data Annual reviews</p>
<p>Action 3: High level staff training on strategies to support lowest 30% in reading, writing and maths in terms of making adjustments to planning to support inclusive practice - INSET Days, CPDs and bespoke training</p>	<ul style="list-style-type: none"> - CPD delivery by SEND Team / REU / SaLTs - Team planning with SENDCO and specialist teacher - Inducting those new to school/ to Daubeney inclusion model. 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews Book samples moderated with literacy and maths leads to quality assure judgements</p>	<p>Regular INSETS for moderation Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits</p>
<p>Action 4: Visual timetables supported by additional visual support such as Zones of Regulation, effective communication posters displayed in all classrooms</p>	<ul style="list-style-type: none"> - Template of resources shared across all classrooms to include now and next charts and visual timetable - Resource located in prominent position - Zones of Regulation board where appropriate - Calming corner present in each classroom 	<p>Weekly learning walks Weekly classroom observations Half -termly Display monitoring</p>	<p>Learning walks Feedback from Art lead SLT classroom observations Pupil feedback HE SIP visits HE ODR visits</p>
<p>Action 5: Develop specialism in Communication and Interaction specifically around Autism and have specialists within each year group to peer support. Training to develop such specialism via specialist teacher and external training. Develop SCERTS 'social partner' model</p>	<ul style="list-style-type: none"> - CPD / bespoke training delivery by SEND Team / SCERTS / SaLTs - Trial roll out in targeted classes / year groups - Develop 'expertise' within year groups - Classroom observations 	<p>CPD/INSET sessions weekly learning walk feedback Weekly SCERTS assessment data Termly assessment data Parental feedback Activity samples moderated with EYFS and Literacy and numeracy leads to quality assure provision</p>	<p>Learning walks Feedback from SEND Steering group SLT provision observations Parental feedback HE SIP visits HE ODR visits</p>

	<ul style="list-style-type: none"> - SCERTS Assessment Tool data - PPR data - Parent workshops and training 		
<p>Action 6: Each class to have specific SEND resources to engage pupils throughout the day with a bespoke timetable of teaching and learning - where appropriate</p>	<ul style="list-style-type: none"> - Parent workshops and training - SEND Team to work alongside teachers and LSAs to develop resources and strategies to engage pupils within class - SEND Team to work with Music, PE, Gardening and Kitchen Team to develop programme of activities - SEND Team to work with ART Therapist and Yoga Therapist to develop wellbeing provision 	<p>CPD/INSET sessions Daily learning walk feedback Weekly learning walk Termly assessment data Profile Books Parental feedback Activity samples moderated with external teams to quality assure Case studies</p>	<p>Learning walks Feedback from SEND Steering group SLT provision observations Parental feedback Feedback from external teams e.g Art Therapist; Yoga Therapist, Gardening Lead etc HE SIP visits HE ODR visits</p>

School Development Priority 4

Continue high quality provision in KS1 & EYFS

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> - Our Ofsted Report in October 2019 graded Early Years provision good. - Ofsted report stated children at Daubeney were able to achieve a good level of development, in line with the national average. - Ofsted stated children 'settle quickly due to strong transition arrangements and routines.' - Ofsted report stated Leaders show good knowledge of early years education and staff are well trained. - Ofsted stated "through good teaching and a focus on communication and language, children achieve well." - Last year 73% of EYFS achieved GLD. - Last year 77% of Y1 achieved standard in the phonics screener. - Last year in Y1 the percentage of pupils meeting EoY expectations were - 69% (R); 66% (W) & 75% (M). - 	<ul style="list-style-type: none"> - Staff to complete RBA to be completed by week 3 of A1 half-term. - Staff assess children's phonics knowledge. - Children are supported to transition throughout EYFS and Year 1. Through many strategies, all children receive a home visit so they can establish relationships with key adults they will be working with. Children received transition book which are presented in story format. - Children are screened using welcomm screener, to gain baseline assessment on receptive and expressive language. All children are supported through the LaunchPad for Language programme. - Developing Oracy within EYFS and Year One - DSR delivery model has been embedded in year one, to ensure consistent teaching of reading and phonics. - Children receive phonetic reading books which match the phonic phase they are working in. 	<p>Action 1: Reception and Y1 pupils to develop 'Positive Learning behaviours'</p> <p>Action 2: Target Vulnerable families in reception and Year 1 for weekly phonics workshops.</p> <p>Action 3: Further develop outdoor teaching and learning in EYFS and Year 1</p> <p>Action 4: Ensure the consistent delivery of DSR in EYFS and Year one</p> <p>Action 5: DSR training for new City Year.</p> <p>Action 6: Children will be identified by Aut 1 week 5 for SALT support.</p> <p>Action 7: EYFS and year One to introduce oracy hand signs to promote talk and develop discussion strategies.</p> <p>Action 8: Ensure pupils in EYFS and Y1 are sufficiently challenged, particularly those who are starting Y1 who we assess could be working at a greater depth standard</p>

<ul style="list-style-type: none"> - Ofsted report mentioned “children are taught to read from the start in the early years. They develop their phonics knowledge at an appropriate rate. However, again, for those children who struggle to read, books are not well matched to their needs.” - Last year, Year one introduced the integrated teaching model, to support our children who missed developing vital social, fine motor, communication and language skills due to school closures and covid related absence. 	<ul style="list-style-type: none"> - Year one integrated model is working well within the classrooms. 	
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Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
<p>Action 1: Reception and Y1 pupils to develop ‘Positive Learning behaviours’</p>	<ul style="list-style-type: none"> - CPD delivery by phase lead and REU during the autumn term and On-going. - Reception staff will implement free flow system, which will support directing our children in accessing all areas of learning. - Reception children will be introduced to Reception outdoor classroom, not playground. - Introducing boundaries and rules from September. - Year 1 to develop Integrated Learning model for outdoors. 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews</p>	<p>Outdoor learning samples & more self-initiated samples Book monitoring and learning walk feedback Termly assessment data Pupil interviews SLT provision observations Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA’s CPD feedback</p>

<p>Action 2: Target Vulnerable families in Reception and Year 1 for weekly phonics workshops.</p>	<ul style="list-style-type: none"> - Regular Parent Workshops (Start workshops Autumn 1 week 5 - ideally Monday). - Targeted Year one families to receive packs Autumn 1 week 4. - Rec to receive packs Autumn 1 week 3. - Share video exemplars with families via email. 	<ul style="list-style-type: none"> - Frequency of Parent Workshops - Attendance at Parent Workshops - Phonics attainment - Phonics tracker 	<p>Outdoor learning samples & more self-initiated writing samples Book monitoring and learning walk feedback Termly assessment phonics data Pupil interviews SLT provision observations Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback Year one termly Phonics Screener results.</p>
<p>Action 3: Further develop outdoor teaching and learning in EYFS and Year 1</p>	<ul style="list-style-type: none"> - CPD delivery by phase lead and during the autumn term and on-going. - Reception staff will implement free flow system, which will support directing our children in accessing all areas of learning. - Reception children will be introduced to Reception outdoor classroom, not playground. - Year 1 to develop Integrated Learning model for outdoors by end of Autumn Term for year one. 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews</p>	<p>Environment monitoring indoors and outdoors Outdoor learning samples & more self-initiated samples Book monitoring and learning walk feedback Pupil interviews SLT provision observations Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback</p>
<p>Action 4: Ensure the consistent delivery of DSR in EYFS and Year one</p>	<ul style="list-style-type: none"> - CPD delivery during the autumn term and on-going. - Daily DSR sessions DSR groups in year one, up and running by week 2. - 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews Reading tracker reading levels-children moving up the colored bands.</p>	<p>Reading Trackers Environment monitoring Book monitoring and learning walk feedback Pupil interviews SLT provision observations Parental feedback HE SIP visits</p>

			HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 5: DSR training for new City Year.	<ul style="list-style-type: none"> - CPD delivery by subject lead during the autumn term and ongoing. - model teaching; team teaching. - Subject leads/SLT to quality assure CY DSR sessions 	CPD/INSET sessions Book monitoring and learning walk feedback Pupil interviews Reading tracker reading levels-children moving up the colored bands.	Reading Trackers Environment monitoring Book monitoring and learning walk feedback Pupil interviews SLT provision observations Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers, LSA's and CY CPD feedback
Action 6: Children will be identified for SALT support by the end of Autumn 1.	<ul style="list-style-type: none"> - CPD delivery during the autumn term and on-going by SaLT specialists. - Weekly SaLT class sessions - Half-termly parent SaLT workshops - 	CPD/INSET sessions Pupil interviews Wellcomm screener data	Environment monitoring Book monitoring and learning walk feedback Pupil interviews SLT provision observations Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 7: EYFS and year One to introduce oracy hand signs to promote talk and develop discussion strategies.	<ul style="list-style-type: none"> - CPD delivery during the autumn term and on-going by SaLT specialists. - Sending home weekly nursery rhymes in nursery. - Providing language rich activities e.g. role-play. - Half-termly parent SaLT workshops - Update role-play areas half-termly. 	CPD/INSET sessions Pupil interviews Wellcomm screener data	Environment monitoring Book monitoring and learning walk feedback Pupil interviews SLT provision observations Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback

<p>Action 8: Ensure pupils in EYFS and Y1 are sufficiently challenged in maths, particularly those who are starting Y1 who we assess could be working at a greater depth standard</p>	<ul style="list-style-type: none"> - CPD delivery during the autumn term and on-going. - Parent workshop for early reading. - Parent workshop for early writing. 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Increased usage of Think Its, Check Its and Prove Its. Pupil interviews</p>	<p>Environment monitoring Book monitoring and learning walk feedback Pupil interviews SLT provision observations Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback Maths action plan</p>

School Development Priority 5

Development of leadership at all levels

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> - There are a significant number of M6 and UPS teachers without subject lead responsibilities. - To develop a distributive leadership model - To develop school leaders of the future - To provide a range of personal development opportunities for our pupils - To improve the quality of T&L - To improve statutory assessment outcomes 	<ul style="list-style-type: none"> - All of SLT enrolled on NPQ programmes - New appraisal system identifies explicit leadership target for teachers - Identified staff will access HTSA training 	<p>Action 1: Continue to develop Daubeney curriculum to ensure strong Art and Design and DT cross curricular links from EYFS up to Year 6.</p> <p>Action 2: SLT & SMT to complete NPQ programmes.</p> <p>Action 3: Ensure that Dance is taught evidently across the school (future artsmark award)</p> <p>Action 4: To work alongside new science lead for EYFS and KSI to identify strong science teachers across the school, with a view to passing on science leadership in the 2023/24 academic year.</p> <p>Action 5: Roll out the Reading Road Map reading for pleasure initiative</p>

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
<p>Action 1: Continue to develop Daubeney curriculum to ensure strong Art and Design and DT cross curricular links from EYFS up to Year 6</p>	<ul style="list-style-type: none"> - CPD delivery by subject lead and HE advisor during the autumn term and ongoing. - Subject leads to support teachers by team planning; model teaching; team teaching. 	<p>CPD/INSET sessions</p> <p>Book monitoring and learning walk feedback</p> <p>Termly assessment data</p> <p>Pupil interviews</p>	<p>Environment monitoring</p> <p>Book monitoring and learning walk feedback</p> <p>Pupil interviews</p> <p>SLT provision observations</p> <p>Parental feedback</p>

	Subject leads/SLT to quality assure LSA led interventions.		HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 2: SLT & SMT to complete NPQ programmes.	<ul style="list-style-type: none"> - Attending course - Completing assignments - Including as an appraisal target for identified staff 	<ul style="list-style-type: none"> - Successful completion of course - Impact on SLT practice - Regular attendance 	- Completed assignments
Action 3: Ensure that Dance is taught evidently across the school (future artsmark award)		CPD/INSET sessions Learning walk feedback Pupil interviews	Environment monitoring Book monitoring and learning walk feedback Pupil interviews SLT provision observations Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 4: To work alongside new science lead for EYFS and KSI to identify strong science teachers across the school, with a view to passing on science leadership in the 2023/24 academic year.			
Action 5: Roll out the Reading Road Map reading for pleasure initiative	<ul style="list-style-type: none"> - CPD delivery by subject lead and HE advisor during the autumn term and ongoing. 	CPD/INSET sessions Learning walk feedback Pupil interviews	Environment monitoring Book monitoring and learning walk feedback Pupil interviews SLT provision observations Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
