

Blossom Federation

Daubeney, Sebright and Lauriston



School Development Plan **2023 - 2024**

School Development Plan

2023 - 2024

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Daubeney Primary

The School Development Plan Process 2023-2024

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 2023 – July 2024. 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 **2023-2024**

Task	Start Date	Person Responsible	Consultation process	Completion Date
Steering overall process	Spring 2 / Summer 1	Robin Warren	HoS Meeting Senior Leadership Meetings	June 2023 onwards
Federation SLT Meeting to outline process	April 2024	Robin Warren	Federation SLT Meeting	April 2024
Children's Questionnaire circulation	May & June 2024	Anna Lucey Peter Hamlin Serena Brooks	SLT Meeting	June 2024
Staff Questionnaire circulation	May & June 2024	Jatin Shamji Lorraine Groom	SLT Meeting	June 2024
Parents & Carers Questionnaire circulation	May & June 2024	Robin Warren Heads of School	SLT Meeting	June 2024
Collating information for planning of SDP	July 2024	Robin Warren & SLT's	School Self Review Process Leadership Team Meetings	July 2024
Analysis of EYFS, Phonics, SATS and MTC Data to inform priorities	July 2024	Assessment Leads	SLT Meetings	July 2024
Deciding priorities and aims within SDP	July 2024	Senior Leadership Teams	Responding to indicators plus Questionnaires to staff, parents and carers, governors and children EYFS, KSI & KS2 data etc	July 2024
Drawing up draft SDP action plans	July 2024	Senior Leadership Teams	Senior Leadership meetings	July 2024
Current SDP Evaluated and summary report completed	July 2024	SDP Nominated Lead	Senior Leadership Meetings	July 2024

Meet with Local School Committee chairs	July 2024	Robin Warren Heads of School Local School Committee chairs	LSC's in Autumn Term	Autumn Term 24-25
Other In-Year Data analyses to inform final draft	July/August 2024	Assessment Leads	Senior Leadership Meetings	August 2024
Draft Ready to inform September INSET SDP Presentation	August 2024	Robin Warren Heads of School Nominated member of SLT	SLT's	Sept 2024
SDP Headlines communicated to staff, parents and Governors	September 2024	Robin Warren	SLT's	Sept 2024
SDP Objectives published in all school communal areas	September 2024	Heads of School	SLT's	Sept 2024
Edit	September 2024	Nominated Member - SLT	Senior Leadership Team	Sept 2024
Producing and circulating written plan to staff and governors	September / October 2024	Nominated Member of SLT	Staff INSET GB Meeting	September /October 2024
Subject Leader/Team Action Plans	October 2023	Heads of School	SLT's	Half Term
SDP shared with LSC's	Termly	LSC	LSC	Termly
SDP Newsletter Published	October 2023 February 2024 July 2024	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 and 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 KS1 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 • 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 ECT • 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 partnerships with parent community especially for our lowest attaining pupils (30%) • Implementation of school reduction strategy 	<ul style="list-style-type: none"> • Development of OPAL initiative (SDP4) • Development of cafe area

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 **2023 - 2024** are:

1. Continue to improve outcomes for the lowest attaining pupils (30%) across all core subjects
2. Embed & implement a consistent approach to Curriculum Floor Books which exemplify our quality offer
3. Continue the development of leadership at all levels
4. Continue the development of our playground and outdoor learning opportunities
5. Continue to develop parent partnerships especially for the lowest attaining pupils (30%) so outcomes improve

School Development Priority I

Continue to improve outcomes for the lowest attaining pupils (30%) across all core subjects

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, writing 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"> - Quality First Teaching - Quality assured interventions - Family learning workshops - Parent workshops - Staff CPD - Key focus on L30% during SLT book looks - Key focus on L30% during PPR 	<ul style="list-style-type: none"> - Implementation of lowest 30% pilot project

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
Action I: all teachers and LSAs are confident in articulating where the children need to be at the end of the year	<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 	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

	<p>observation rota.</p> <ul style="list-style-type: none"> - Subject leads to support teachers by team planning; model teaching; team teaching. - Subject leads/SLT to quality assure LSA led interventions. 		<p>PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback</p>
Action 2: Monitoring process needs to be more explicit in identifying what is in place for the lowest 30%	<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</p>
Action 3: Teachers to deliver accelerator programmes for lowest attaining 30% in reading, writing and maths	<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>
Action 4: Develop parental relationships with lowest 30% of attaining pupils via parent meetings, workshops etc.	<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>
Action 5: Reading CPD for teachers	<ul style="list-style-type: none"> - CPD delivery by subject lead 	CPD/INSET sessions	Regular INSETS and CPD for training

and LSA's; Peer teacher observations; subject lead to support those new to KS/school.	and HE advisor during the autumn term and ongoing. <ul style="list-style-type: none"> - 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. 	Book monitoring and learning walk feedback Termly assessment data Pupil interviews	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
Action 6: Maths lead to continue working with each year group; CPD for teachers and LSA's; subject lead to support those new to KS/school.	<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. 	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 PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback See maths action plan
Action 7: Preparatory work for Y4 MTC work in Y2 & 3	<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. 	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 PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback See maths action plan
Action 8: Achieve outcomes that are in line with or above the national average in maths at	<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	Book monitoring Learning walks Termly assessment data

KS2.	<ul style="list-style-type: none"> - Subject leads to support teachers by team planning; model teaching; team teaching. - Subject leads/SLT to quality assure LSA led interventions. 	<p>Termly assessment data</p> <p>Pupil interviews</p>	<p>Pupil interviews</p> <p>PPR</p> <p>HE SIP visits</p> <p>HE ODR visits</p> <p>Federation SLT Deep Dives</p> <p>Teachers and LSA's CPD feedback</p> <p>See maths action plan</p>
Action 9: Daily phonics in Year 1 and 2 (target Year 3 children)	<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</p> <p>Book monitoring and learning walk feedback</p> <p>Termly assessment data</p> <p>Pupil interviews</p>	<p>Book monitoring</p> <p>Learning walks</p> <p>Termly assessment data</p> <p>Pupil interviews</p> <p>PPR</p> <p>HE SIP visits</p> <p>HE ODR visits</p> <p>Federation SLT Deep Dives</p> <p>Teachers and LSA's CPD feedback</p> <p>See maths action plan</p>
Action 10: Year 1 and 2 phonics interventions	<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</p> <p>Book monitoring and learning walk feedback</p> <p>Termly assessment data</p> <p>Pupil interviews</p>	<p>Book monitoring</p> <p>Learning walks</p> <p>Termly assessment data</p> <p>Pupil interviews</p> <p>PPR</p> <p>HE SIP visits</p> <p>HE ODR visits</p> <p>Federation SLT Deep Dives</p> <p>Teachers and LSA's CPD feedback</p>
Action 11: Phonics packs sent home and weekly Family Phonics Workshops	<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</p> <p>Pupil interviews</p> <p>Parental attendance at workshops</p>	<p>Book monitoring</p> <p>Learning walks</p> <p>Termly assessment data</p> <p>Pupil interviews</p> <p>PPR</p> <p>HE SIP visits</p> <p>HE ODR visits</p> <p>Federation SLT Deep Dives</p>

			Teachers and LSA's CPD feedback
Action 12: Phonics training	<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. 	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	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
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 delivery by SaLT team Specialist teacher during the autumn term and ongoing. - Teachers' training on levelling writing. - 	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 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 modertaors. 	CPD/INSET sessions HE moderator training	Regular INSETS and CPD for training PPR HE SIP visits HE ODR visits Federation SLT Deep Dives

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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. - 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 5: Grammar Week Aut 1 Week 3 to focus on gaps identified in moderation task.	<ul style="list-style-type: none"> - CPD/INSET sessions delivered by subject lead and HE advisor during the autumn term and ongoing. - QFT - 	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 6: Children given opportunities for extended writing in Cross Curricular subjects.	<ul style="list-style-type: none"> - CPD/INSET sessions delivered by subject lead and HE advisor during the autumn term and ongoing. - QFT 	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 7: Emphasis on ‘non-negotiables (HFW, capital letters and full stops).	<ul style="list-style-type: none"> - CPD/INSET sessions delivered by subject lead and HE advisor during the autumn term and ongoing. - QFT 	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 8: Focus in Autumn Term on presentation and non-negotiables.	<ul style="list-style-type: none"> - CPD/INSET sessions delivered by subject lead and HE advisor during the autumn term and ongoing. - QFT 	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data	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
Action 9: Additional handwriting focus during assembly.	<ul style="list-style-type: none"> - CPD/INSET sessions delivered by subject lead and HE advisor during the autumn term and ongoing. - QFT 	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data	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
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.	<ul style="list-style-type: none"> - CPD/INSET sessions delivered by subject lead and HE advisor during the autumn term and ongoing. - QFT - Led by Trisha McDonald 	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data	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
Action 1: Reception and Y1 pupils to develop 'Positive Learning behaviours'	<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. - 	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	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
Action 2: Target Vulnerable families in Reception and Year 1 for weekly phonics workshops.	<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	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.
Action 4: Ensure the consistent delivery of DSR in EYFS and Year one	<ul style="list-style-type: none"> - CPD delivery during the autumn term and on-going. 	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data	Reading Trackers Environment monitoring Book monitoring and learning walk feedback

	<ul style="list-style-type: none"> - Daily DSR sessions DSR groups in year one, up and running by week 2. - 	<p>Pupil interviews Reading tracker reading levels-children moving up the colored bands.</p>	<p>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 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 - 	<p>CPD/INSET sessions Pupil interviews Wellcomm screener data</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</p>
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. - 	<p>CPD/INSET sessions Pupil interviews Wellcomm screener data</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</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	<ul style="list-style-type: none"> - CPD delivery during the autumn term and on-going. - Parent workshop for early reading. 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Increased usage of Think Its, Check Its</p>	<p>Environment monitoring Book monitoring and learning walk feedback Pupil interviews SLT provision observations</p>

	<ul style="list-style-type: none">- Parent workshop for early writing.-	and Prove Its. Pupil interviews	Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback Maths action plan
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School Development Priority 2

Embed & implement a consistent approach to Curriculum Floor Books which exemplify our quality offer

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> - 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"> - Floor books are monitored during SLT book looks - 	

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
Action 1: Floor books are consistent and embedded well across the school	Create the front covers for each class Create and distribute a floor book policy and guide for teachers Ensure that non-negotiables are	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Regular INSETS and CPD for training PPR HE SIP visits HE ODR visits Federation SLT Deep Dives

	<p>addressed by teachers – included in policy</p> <p>Take part in book looks to check for consistency</p> <p>Support teachers in planning, teaching and floor books where necessary</p> <p>CPDs</p>		Teachers and LSA's CPD feedback
Action 2: Embed practise whereby teachers are using an effective and purposeful mix of resources from White Rose alongside children making neat, ordered notations in their maths books	<p>Promote use of mathematics in floor books as a way of making cross curricular links</p> <p>Share best practise from last year regarding mathematics in floor books (see graphs in Year 6 science floor books)</p>	<p>CPD/INSET sessions</p> <p>Book monitoring and learning walk feedback</p> <p>Termly assessment data</p> <p>Pupil interviews</p>	<p>Regular INSETS and CPD for training</p> <p>PPR</p> <p>HE SIP visits</p> <p>HE ODR visits</p> <p>Federation SLT Deep Dives</p> <p>Teachers and LSA's CPD feedback</p>
Action 3: To improve consistency of teaching and learning of science.	<ul style="list-style-type: none"> - Identifying ways to make science enjoyable through pupil voice. - Incorporating one science lesson into the timetable per week and to ensure that at least five science lessons are taught in a 6-week term - Promote, motivate and encourage good practise across the school and sharing good practise on floor books, from different year groups that shows inclusive practice. - 	<p>CPD/INSET sessions</p> <p>Book monitoring and learning walk feedback</p> <p>Termly assessment data</p> <p>Pupil interviews</p>	<p>Regular INSETS and CPD for training</p> <p>PPR</p> <p>HE SIP visits</p> <p>HE ODR visits</p> <p>Federation SLT Deep Dives</p> <p>Teachers and LSA's CPD feedback</p>

<p>Action 4: To develop oral communication skills in science and make use of scientific vocabulary during activities.</p>	<ul style="list-style-type: none"> ▪ To make use of oracy within lessons to support discussion of scientific concepts and misconceptions. ▪ Display vocabulary list during discussion within lessons to support and improve lesson outcome for all children. ▪ Consistent use of vocabulary, check it and think it to consolidate as well as identify misconceptions. <p>Ensure children across the year groups are given opportunities to work scientifically during investigations experiments and interpreting data using scientific vocabulary (KS2)</p>	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews</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 5: To work collaboratively with teachers across the year groups and other science lead to identify our strength as a school and ways to improve science as a subject.</p>	<ul style="list-style-type: none"> - To ensure that the quality of work in the floor books is consistent across the year groups. - Work with year groups to understand how science is taught – lesson visits. (Adapted teaching for SEND and lowest 30%) 	<p>CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews</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>

School Development Priority 3

Continue the 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
Develop Junior Teams	<p>Promote TTRS weekly in class – use junior team to support with this</p> <p>Junior team to create a weekly maths challenge for Mr Logan's weekly video</p> <p>Junior Team to think of games that we can play in the playground</p> <p>Junior Team to be selected from PPG students to help provide equal opportunities and bridge the PPG gap</p>	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Pupil interviews SLT provision observations Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives
Continue to develop the high quality teaching and learning of maths to ensure all year groups are on track to meet the end of year outcomes.	<p>Observation sessions with teachers (MS/Aneta) – MS to create timetable of observations</p> <p>SLT Book Looks – Focus on lowest 30% (esp. when looking at Y1)</p> <p>Planning and marking support from subject lead</p> <p>Times tables progression highlighted in each class. The times tables weekly tests</p>	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data 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

	<p>are now compulsory in Y2-Y6.</p> <p>Use of online support and other activities, times tables rock stars</p> <p>CPD's delivered by maths lead</p> <p>Continue to improve the White Rose Maths offer across the school – support this with lesson obs, book monitoring, coaching, videos of maths lead/maths champion teachers teaching.</p>		
<p>Embed the weekly times tables challenge in each year from year 2 to year 6 with a view to having it embedded by Summer 2023, thus improving outcomes in maths and, in particular, the Y4 MTC.</p>	<p>Remind teachers in September</p> <p>Monitor excel sheets regularly (first week back)</p> <p>Work alongside LC who will support with the rollout and maintenance of the excel sheets (developing as a leader)</p> <p>Assign a member of staff within each year group to lead on the times tables tests</p>	<p>CPD/INSET sessions</p> <p>Book monitoring and learning walk feedback</p> <p>Termly assessment data</p> <p>Pupil interviews</p>	<p>Book monitoring and learning walk feedback</p> <p>Pupil interviews</p> <p>SLT provision observations</p> <p>Parental feedback</p> <p>HE SIP visits</p> <p>HE ODR visits</p> <p>Federation SLT Deep Dives</p>
<p>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>	<p>Conduct baselines at the beginning of the year in EYFS (YR)</p> <p>Work alongside HoP for EYFS and Y1 to develop interventions for those working at GDS in Y1</p> <p>Deliver training to staff on how we can support and challenge those working at GDS</p>	<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> <p>HE SIP visits</p> <p>HE ODR visits</p> <p>Federation SLT Deep Dives</p> <p>Teachers and LSA's CPD feedback</p>
<p>Embed practise whereby teachers are using an effective and purposeful mix of resources from White Rose alongside children</p>	<p>Deliver training on how best to use White Rose resources</p>	<p>CPD/INSET sessions</p> <p>Book monitoring and learning walk feedback</p>	<p>Environment monitoring</p> <p>Book monitoring and learning walk feedback</p> <p>Pupil interviews</p>

making neat, ordered notations in their maths books	<p>Conduct book looks and feedback</p> <p>Team teach or model lessons</p> <p>Share best practise across the school</p> <p>Promote use of mathematics in floor books as a way of making cross curricular links</p> <p>Share best practise from last year regarding mathematics in floor books (see graphs in Year 6 science floor books)</p>	<p>Termly assessment data</p> <p>Pupil interviews</p>	<p>SLT provision observations</p> <p>Parental feedback</p> <p>HE SIP visits</p> <p>HE ODR visits</p> <p>Federation SLT Deep Dives</p> <p>Teachers and LSA's CPD feedback</p>
Maths Support from Hackney Education	<p>Work with Emma Burton to help deliver interventions</p> <p>Y4/5 children to access learning by questions which is an app aimed at developing children's pace and accuracy – Autumn Training for a Spring or Summer delivery</p> <p>Y3 Number Sense intervention which will focus developing mathematical vocabulary through games and dialogue</p>	<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> <p>HE SIP visits</p> <p>HE ODR visits</p> <p>Federation SLT Deep Dives</p> <p>Teachers and LSA's CPD feedback</p>
All teachers to lead on assemblies	<p>Deliver fortnightly OPAL assemblies</p> <p>Deliver subject assemblies</p>	<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> <p>HE SIP visits</p> <p>HE ODR visits</p> <p>Federation SLT Deep Dives</p> <p>Teachers and LSA's CPD feedback</p>
Deliver Robust CPD and have these	<p>HoS and AHT to create CPD</p>	<p>CPD/INSET sessions</p>	<p>Environment monitoring</p>

<p>delivered by subject leads in conjunction with SLT</p>	<p>schedule for whole academic year and share with all staff</p> <p>Schedule can be amended depending on needs of staff</p> <p>DHT to develop CPD schedule for LSAs which is in line with CPD for teachers</p>	<p>Book monitoring and learning walk feedback</p> <p>Termly assessment data</p> <p>Pupil interviews</p>	<p>Book monitoring and learning walk feedback</p> <p>Pupil interviews</p> <p>SLT provision observations</p> <p>Parental feedback</p> <p>HE SIP visits</p> <p>HE ODR visits</p> <p>Federation SLT Deep Dives</p> <p>Teachers and LSA's CPD feedback</p>
<p>Utilise mindful strategies within the Jigsaw programme SDP3</p>	<p>Mindful breathing</p> <p>Use of Junior mental health team to perform breathing techniques at the beginning of assemblies</p> <p>Use of chimes</p> <p>Re-introduction of the mindful boxes</p>	<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> <p>HE SIP visits</p> <p>HE ODR visits</p> <p>Federation SLT Deep Dives</p> <p>Teachers and LSA's CPD feedback</p>
<p>To develop oral communication skills in science and make use of scientific vocabulary during activities.</p>	<p>To make use of oracy within lessons to support discussion of scientific concepts and misconceptions.</p> <p>Display vocabulary list during discussion within lessons to support and improve lesson outcome for all children.</p> <p>Consistent use of vocabulary, check it and think it to consolidate as well as identify misconceptions.</p> <p>Ensure children across the year groups are given opportunities to work scientifically during investigations experiments and interpreting data using scientific vocabulary (KS2)</p>	<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> <p>HE SIP visits</p> <p>HE ODR visits</p> <p>Federation SLT Deep Dives</p> <p>Teachers and LSA's CPD feedback</p>

School Development Priority 4

Continue the development of our playground and outdoor learning opportunities

Rationale	What's already happening	What is going to happen?
<p>Improve the playground provision</p> <p>Make children more independent</p> <p>Better able to assess risk</p> <p>Reduce behaviour incidents at break time</p> <p>Improve social skills</p> <p>Improve emotional regulation</p>	<p>Children have access to a large range of play equipment and know the rules of how to use it</p>	<p>Receive OPAL platinum award</p> <p>Development of pond</p> <p>Continue to develop playground</p>

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
<p>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 	<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 indoors and outdoors</p> <p>Outdoor learning samples & more self-initiated samples</p> <p>Book monitoring and learning walk feedback</p> <p>Pupil interviews</p> <p>SLT provision observations</p> <p>Parental feedback</p> <p>HE SIP visits</p> <p>HE ODR visits</p> <p>Federation SLT Deep Dives</p> <p>Teachers and LSA's CPD feedback</p>

	by end of Autumn Term for year one.		
Stay and Play sessions (x3 per year)	<p>One per term usually.</p> <p>Two in Autumn half term, second one 12th will be OPAL award ceremony.</p> <p>Invite parents via poster and texts.</p>	<p>Monitor attendance</p> <p>Feedback from all involved</p> <p>Meetings on how this can improve</p>	Environment monitoring indoors and outdoors
Establish Junior OPAL team	<p>Send out applications</p> <p>Working party to decide who will be recruited for the job.</p> <p>Junior OPAL team to wear High Visibility vests every play and lunch break.</p> <p>Junior OPAL team to support children using the different learning and play areas in the playground.</p> <p>Team to meet regularly to try and test our equipment.</p>	<p>Pupil interviews</p> <p>Feedback from staff</p> <p>Number of behaviour incidents at break</p>	<p>Environment monitoring indoors and outdoors</p> <p>CPOMS recorded incidents of behaviour</p>
Develop Cross-Curricular links in playground	<p>Arrange Meeting with Subject leaders</p> <p>Class teachers to teach one outdoor lesson every week</p>	<p>CPD/INSET sessions</p> <p>Pupil interviews</p>	<p>Environment monitoring indoors and outdoors</p> <p>Outdoor learning samples & more self-initiated samples</p> <p>Pupil interviews</p> <p>SLT provision observations</p> <p>Parental feedback</p> <p>HE SIP visits</p> <p>HE ODR visits</p>
Working Party Group	<p>Fortnightly meetings</p> <p>Developing activities available to children at break times and lunch</p>	<p>Feedback from all involved</p> <p>Meetings on how this can improve</p>	<p>Environment monitoring indoors and outdoors</p> <p>Pupil and staff feedback</p>

	times		
Plans to develop	<p>Meet with parent governors, conduct playground observations</p> <p>Reach out to PCTA for funding</p> <p>Fundraising and encouraging Daubeney families to donate play equipment they are not using.</p> <p>Subject leaders to utilise their junior teams to allow for Hop Garden to be used during lunch times</p>	<p>Minutes from meetings</p> <p>Playground provision</p> <p>Pupil interviews</p>	<p>Environment monitoring indoors and outdoors</p> <p>Pupil and staff feedback</p>

School Development Priority 5

Continue to develop parent partnerships especially for our lowest attaining pupils (30%)
so outcomes improve

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, writing 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"> - Family learning workshops - Parent workshops - Key focus on L30% during SLT book looks - Key focus on L30% during PPR 	<ul style="list-style-type: none"> - Implementation of lowest 30% pilot project - Staff CPD (Laura Stagg) – structured conversations

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
Triangulate provision in Maths(Teachers/Children/Parents)	<p>Organise parent workshops in which parents can learn how best to support children at home</p> <p>Work with Emma Burton at Hackney Education about how best to do this</p> <p>Work with federation partners to check what they are already doing</p>	<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 indoors and outdoors</p> <p>Outdoor learning samples & more self-initiated samples</p> <p>Book monitoring and learning walk feedback</p> <p>Pupil interviews</p> <p>SLT provision observations</p> <p>Parental feedback</p> <p>HE SIP visits</p> <p>HE ODR visits</p>

			Federation SLT Deep Dives Teachers and LSA's CPD feedback
Stay and Play sessions (x3 per year)	One per term usually. Two in Autumn half term, second one 12 th will be OPAL award ceremony. Invite parents via poster and texts.	Monitor attendance Feedback from all involved Meetings on how this can improve	Environment monitoring indoors and outdoors
Engage parent community more in music	Work with parent volunteers; Matt Harding, Kari Stewart and Bogi Chaib Liaise with parents at the end of the school's day to celebrate small successes	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Lesson feedback for Bogi Lesson feedback for Matt Choir feedback for kari
To establish an inclusive science Team and community	<ul style="list-style-type: none"> ▪ Develop a visible junior science team ▪ Promote science through pupil voice ▪ Identify ways to make science enjoyable through pupil voice. ▪ Invite parents ▪ Use of feedback from children to aid future planning. 	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	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
Continue to raise the profile of literacy, promote reading for pleasure and maintain rich reading culture.	<ul style="list-style-type: none"> • Set up Junior Literacy Team - aim to meet once every half term to work on promoting reading for pleasure. • Regularly update Daubeney Loves Reading page on the website with videos and photos of reading at 	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Environment monitoring indoors and outdoors Outdoor learning samples & more self-initiated samples Book monitoring and learning walk feedback Pupil interviews SLT provision observations

	<p>Daubeney, Virtual libraries, reading resources.</p> <ul style="list-style-type: none"> • Hackney Reading Champions project. • Ensure that book corners are attractive and tidy (themed, competition) • Whole class reading, story time and storytelling assemblies. • Order quality texts. • Author visits. • Whole School Book Fortnight. • Story telling event /author visit. • Book Fair <p>World Book Day activities</p>		<p>Parental feedback HE SIP visits HE ODR visits</p>
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