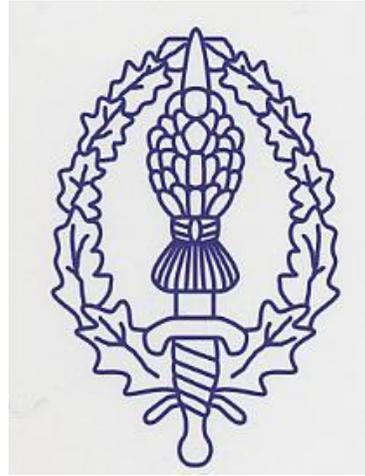# Holmes Chapel Primary School

School Development Plan

2019 – 2020

School Development Plan - Summary

Priority 1:

To further raise attainment and progress in maths, reading and writing with a particular focus on:
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- Further accelerating progress of Year 6 cohort to meet age related expectations and increase the proportion of greater depth
- Embedding a mastery approach in all maths lessons, with a particular focus on pupils bordering ARE
- Further developing opportunities for children to experience and evidence greater depth, supporting staff in understanding expectations of greater depth
- Further improving standards in writing with a focus on consistency of approach to the writing cycle, vocabulary development, handwriting and spelling

Priority 2:

Ensure the wider curriculum enables children's knowledge, skills and understanding to increase progressively across the curriculum over time

School Development Plan 2019- 20 - Key Priorities and Associated Success Criteria

SDP Priority 1: To further raise attainment and progress with a particular focus on: -

- Further accelerating progress to improve attainment of all cohorts to meet age related expectations and increase the proportion of greater depth
- Embedding a mastery approach in all maths lessons, with a particular focus on pupils bordering ARE
- Further developing opportunities for children to experience and evidence greater depth, supporting staff in understanding expectations of greater depth
- Further improving standards in writing with a focus on consistency of approach to the writing cycle, vocabulary development, handwriting and spelling

Key Strategies to secure success	Success Criteria
- Engaging in relevant Trust Development including year group sessions for greater depth in maths and writing and focused sessions for year 2 and 6 - Adopt Trust assessment criteria, developing a clear understanding of ARE and applying it in practice, engaging in relevant moderation - Engage in Trust Development programme for teachers new to Year 6 - Continue to be proactive in seeking help and support from Trust consultants - Ensure consistency of approach to teaching of identified aspects of our core subjects especially approach to the writing cycle, vocabulary development, handwriting and spelling - Ensure consistency of approach to the teaching of reading - Use of effective, evidence-based interventions - Implementation of self-regulation and metacognition approach to learning - Evaluate to ensure effective, consistent use made of homework throughout school - Ensuring our Teaching Assistant team is having maximum impact, reflecting against the EEF recommendations - Establish Maths and English teams to lead and monitor impact, ensuring leaders at all levels are monitoring to ensure improvements in practice are sustained over time	- Attainment and progress at Key Stage 2 to be above national at expected and greater depth - Improved attainment in maths throughout school - Increased proportions of children achieving greater depth across school. Staff to become confident in their knowledge and understanding of greater depth - Consistency of approach in the teaching of writing and vocabulary development, handwriting and spelling leading to improved attainment - Consistency of approach in the teaching of reading leading to improved attainment - Teaching assistants used more effectively, maximising their impact - Effective, consistent use made of homework throughout school

SDP Priority 2: Ensure children's knowledge, skills and understanding increase progressively across the curriculum over time

Key Strategies to secure success	Success Criteria
- Training teachers in understanding the cognitive science of learning to apply in their practice across the curriculum - Developing children's metacognition and self-regulation strategies to maximise their ability to learn - Strategically engaging with evidence informed practice and best practice across the Trust to support further improvement in outcomes across the curriculum - Curriculum teams work on the design and development of the curriculum, ensuring a joined up approach across all subjects - Monitoring to ensure implementation is effective and impacting on outcomes across the curriculum	- School are delivering a well-structured, progressive curriculum that is evidenced to be increasing children's knowledge, skills and understanding progressively over time - The cognitive science of learning is reflected in pedagogy to support children in knowing more and remembering more - Children independently use metacognition and self-regulation strategies impacting positively on their learning - Decisions taken by leaders are evidence informed and leading to improved outcomes across the curriculum - Improvements in practice are sustained over time

Other SDP priorities

To further improve the environment for learning with a focus on:- • **EYFS outdoor area** • **Key Stage 1 corridor** • **IT provision**	
Key Strategies to secure success	**Success Criteria**
• Redesign outdoor space including consideration of extending area to ensure effective continuous provision opportunities for early years are having high impact on outcomes • Investigate and install effective storage solutions to KS1 corridor • Engage PTA to support developments of learning environment • Consider avenues to engage parents and wider community in environment development • Review and improve the extent to which our IT is being effectively used both across the curriculum and as a school communication tool	• Outdoor area is having tangible impact on outcomes • KS1 corridor is tidy and purposeful • IT provision across the curriculum improved • Effective use of IT to communicate with parents and wider community, including consideration of use of social media

Further improving the lunch time experience of pupils with a focus on behaviour management and engaging activities	
Key Strategies to secure success	**Success Criteria**
• Behaviour management training for mid-day assistants • SLT lunchtime leader monitoring to ensure improvements in practice are sustained over time and further development is available for middays as necessary • Explore and action ways to improve the outdoor environment, with a particular focus on activities available for lunchtime play	• Improvement in behaviour at lunchtime, resulting in fewer incidents • Mid-days feel well trained and confident monitoring and dealing with behaviour positively • Engaging activities are available for all children at lunch time