

Holmes Chapel Primary School



School Development Plan 2024 – 2025

School Development Plan

Priority 2024 - 2025	
1 Maths and English	<p>To further improve outcomes in reading, writing and maths by embedding consistent, high-quality pedagogy with a particular focus on:</p> <ul style="list-style-type: none">• sustaining the effective teaching of phonics and early reading, improving outcomes across school through consistent pedagogy, improving reading engagement and enjoyment• writing - embedding effective progression, and through effective application of spelling and grammar• maths – further embed consistent pedagogy, effective implementation of Mastering Number, secure subject knowledge, high quality lesson structure (including development of oracy strategies) and use of Oak Academy resources
2 Wider curriculum	<p>To further improve outcomes in foundation subjects by embedding consistent, high-quality pedagogy with a particular focus on the wider curriculum –</p> <ul style="list-style-type: none">• ensure effective implementation has impact on outcomes through clear sequencing and defined end points for all curriculum areas• continue to develop effective approaches to assessment
3 Personal Development	<p>To continue to develop a safe and positive environment, ensuring an impact on behaviour and attitudes with a focus on:</p> <ul style="list-style-type: none">• Ensuring staff have the knowledge and skills to support wellbeing and personal development effectively throughout school• Ensuring an inclusive environment with a focus on supporting disadvantaged pupils, including those with SEND and complex needs• Consistently high standards of behaviour and attendance across all areas of school• Enhancing provision for personal development through a focus on health and physical wellbeing

Key Priorities and Associated Success Criteria

Curriculum Development	
<p>English:</p> <ul style="list-style-type: none"> • Continue to embed the Little Wandle programme across school and further improve outcomes, with a focus on children maintaining their strong attainment in phonics on leaving EYFS, achieving above national at the end of year 1 • To further improve outcomes in reading across the school and embed the 'Take one book' scheme of work across KS2 and ensure consistency of approach to teaching reading • To work on supporting the engagement in reading • Improving outcomes in writing by ensuring effective progression, and improving application of spelling and grammar in writing <p>Maths: To further improve outcomes in maths by embedding consistent pedagogy, high quality lesson structure and problem solving & reasoning</p> <p>Wider Curriculum: To ensure effective implementation has impact on outcomes through clear sequencing and defined end points for all curriculum areas, and developing effective approaches to assessment</p>	
Key Strategies to secure success	Success Criteria
<p><u>English</u></p> <ul style="list-style-type: none"> • Ensure continued effective implementation of Little Wandle across school – focus on further improving intended outcomes for phonics and early reading • Ensure all new staff in KS1 have completed the LW training and all staff receive regular training updates • Improve outcomes in reading across school through effective teaching of reading skills, promotion of reading at home, and the continued use of reading journals (continued implementation of the Take one book scheme) • Continue to promote a Reading for Pleasure culture in school • Embed a clear curriculum sequence from EYFS for reading, writing, spelling and grammar, handwriting • Continue to ensure progression in writing from year group to year group, ensuring effective teaching of Spag and its application in writing • Continue to ensure use of appropriate high-quality texts for whole class reading to cover all elements of the reading curriculum – develop knowledge of books and authors from EYFS to Year 6 and how these link to writing 	<ul style="list-style-type: none"> • Further improved standards in phonics to be above national • An ambition that a high proportion of our pupils will end KS1 and KS2 at the expected standard for reading and writing (above national at KS2) • Early writing skills align with reading skills • Highly confident staff delivering high quality, consistent teaching of phonics and reading • High level of engagement with reading throughout school, with a culture of reading for pleasure embedded • Children and parents engaged in reading more frequently at home • Appropriate and timely evidence-based interventions impacting on progress and attainment for those who need it • Reading and phonics leads have a clear understanding of the strengths and weaknesses of reading throughout school

<ul style="list-style-type: none"> • Continue to work with Trust English Director to focus on quality outcomes for writing, subject knowledge and English curriculum for 6, and ensure effective moderation of writing in all year groups • Support staff to implement effective adaptation to facilitate learning for all children and ensure ambition for all 	<ul style="list-style-type: none"> • Broad range of books/authors which reflect requirements of NC • Teachers are more aware of the 'how' of teaching, the craft and science of teaching, and become more skilled in the teaching of reading • Spag is applied effectively to improve outcomes in writing • Adaptation of tasks is effective and allows all children to achieve
<p><u>Maths</u></p> <ul style="list-style-type: none"> • Ensure clear focus on NCETM progression criteria • Embed the use of Oak Academy materials across school • Engage in staff training to ensure that there is a consistent pedagogical approach to the teaching of maths • Work on lesson structure – Maths Team and SLEs work with Maths Subject Leaders and classroom Teachers to embed key elements of lesson structure • Maths Subject Leaders to work with Trust Maths Team to support development of skills • Weekly coaching sessions and meetings with Trust Maths Team across all year groups • Implementation of specific interventions to plug gaps and provide catch up based on bespoke assessment eg. Sandwell 	<ul style="list-style-type: none"> • An ambition that a high proportion of our pupils will end KS1 and KS2 at the expected standard for maths (above national at KS2) • All practitioners understand the mastery approach and progression criteria, the importance of dialogue and have secure subject knowledge • The purpose of key elements of the suggested lesson structure are understood by classroom Teachers and promoted by Maths Subject Leaders • Classroom teachers confidently use Oak Academy resources • Targeted use of interventions are having an impact
<p><u>Wider Curriculum</u></p> <ul style="list-style-type: none"> • Refine a clearly sequenced curriculum that is built upon throughout the year with a focus on progression and spaced learning, including in Early Years • All staff have secure understanding of end points and progression for the wider curriculum and this is implemented across school • Systematic reviews are in place to monitor progress • Lead practitioners receive enhanced CPD to become subject champions and provide opportunities for training to secure subject knowledge for all teaching staff • Work with Trust to develop an effective approach to assessment • Making effective use of DCPro for foundation subject assessments • Engage in subject lead training to equip staff to support colleagues • Engage in subject reviews – SLT and peer to peer support, supported by Trust team to enhance subject leadership • Maximise the potential and impact of digital technology to support teaching and learning 	<ul style="list-style-type: none"> • The impact of a progressive and well sequenced curriculum which enables key knowledge to be built upon is evident through end points progression and assessment outcomes • All subject leaders to have had quality time to monitor the effectiveness of the curriculum and can speak with confidence about its implementation and impact • Consistency of practice across school by all staff – shared understanding of assessment and pedagogy used in school to ensure children are knowing more and remembering more • Highly effective working groups of subject leaders driving collaboration and improvement, supported by central Trust team

Personal Development

To continue to develop a safe and positive environment for staff and pupils, ensuring an impact on behaviour and attitudes with a focus on:

- Ensuring staff have the knowledge and skills to support wellbeing and personal development effectively throughout school
- Ensuring an inclusive environment with a focus on supporting disadvantaged pupils, including those with SEND and complex needs
- Consistently high standards of behaviour and attendance across all areas of school
- Enhancing provision for personal development through a focus on health and physical wellbeing

Key Strategies to secure success

Success Criteria

Wellbeing - pupils

- Pastoral team embed focus on supporting a safe and positive environment for all
- Maintain awareness of National and Local initiatives and funding opportunities to support wellbeing
- Training for staff to include bespoke training for those working with pupils in need of enhanced support and for challenging behaviour
- Implement Mental Health First Aid plan
- Continue to support staff in the effective delivery of RSE and PSHE curriculum
- Promote personal development of all pupils through access to a wide, rich set of experiences

Wellbeing - staff

- Continue to develop use of Personal Development meetings with staff to support wellbeing and job satisfaction
- Continue to have termly meetings with the school wellbeing team, and annual staff survey

Behaviour and attendance

- Promote culture of high expectations of behaviour
- Following review/audit, introduce new rules and embed throughout school
- SLT to lead and implement strategic behaviour action plan with regular reviews
- Ensure effective communication and partnership with pupils, staff and parents regarding expectations of behaviour and attendance
- Ensure all staff are well-trained and supported to implement behaviour strategy
- Ensure explicit teaching of how to behave to promote high expectations and standards

Wellbeing

- Positive staff voice in relation to employers' regard for their wellbeing
- There is a strong focus on wellbeing and personal development
- Increased productivity
- Children and staff have a range of strategies to support their resilience and self-regulation
- Consistency of language across school - ethos & culture
- Staff feel confident they have the strategies to be able to support the wellbeing of ALL pupils and pupil wellbeing is not adversely impacting on learning for them or for other pupils

Wellbeing - staff

- Improved job satisfaction and work life balance

Behaviour and attendance

- The culture and expectations of behaviour are understood and invested in by all staff, pupils and parents
- All staff are confident implementing our behaviour strategy

- A high and consistent level of attendance is promoted; attendance is closely monitored and support mechanisms are in place

Supporting disadvantaged pupils including those with SEND and complex needs

- Training for all staff to further develop skills and knowledge relating to range of needs – SEND and complex
- Supervision facilitated half termly (or as and when needed) for colleagues to bring cases
- Training for staff especially those who working with pupils in need of enhanced support
- Continue to enhance the nurture room provision and ensure it is run effectively

Health and physical wellbeing

- Ensure a wide range of intra-school sports events promoting inclusion, participation and healthy competition
- Engage in opportunities for inter-school sports events
- A focus on outdoor learning utilising our school environment
- Lunchtime provision
- Wider opportunities

- There is a consistent approach to teaching pupils how to behave
- Reduced incidents of negative behaviour
- Improved pupil wellbeing
- All members of the community display mutual respect for each other and for their environment
- Attendance is high (above national); support to improve attendance is effective
- Our approach is trauma informed

Supporting disadvantaged pupils including those with SEND and complex needs

- Staff feel confident in supporting disadvantaged pupils, including those with SEND and complex needs
- Clear pathways for help and advice are available for staff supporting pupils with complex needs
- Staff are accessing appropriate training and it is impacting on their practice
- The nurture room provides effective support for pupils that enables them to access learning

Health and physical wellbeing

- Children have lots of opportunities to participate in sports events which impacts on their wellbeing
- Increased opportunities for outdoor learning
- More positive lunchtime experiences for all children
- A wide range of visits, visitors and opportunities enhances children's learning