

## Stickland's CE VA Primary School - School Development Plan 2023-24

### Priorities and Rationale:

<p>Priority 1 - Leadership and Management</p> <p>The school is lead and managed effectively – Leaders demonstrate a relentless drive for school improvement whilst being mindful of staff wellbeing and workload.</p> <p>Link Governor - Suzie Mutch – specific SDP priority 1 monitoring visit at least once per term</p>	<ul style="list-style-type: none"> <li>• To develop a clear vision that is understood and adhered to by all stakeholders.</li> <li>• To ensure 'quality first teaching' is achieved at all times throughout the school.</li> <li>• A series of rigorous and robust systems are developed, ensuring the school is fully cyber secure</li> <li>• A series of rigorous and robust systems are developed so that the governing body is operating effectively; equally supporting the school and holding it to account</li> <li>• The Headteacher is effective in her new role – demonstrating a relentless drive for school improvement whilst being mindful of staff wellbeing and workload.</li> </ul>
<p>Priority 2 - Quality of Education - English</p> <p>Ensure that all groups of children enjoy reading and writing and make good or better progress in English (Reading and Writing) by the end of EYFS, KS1 and KS2 in July 2024. –</p> <p>Link governors - Jax Comyns and Emma Hodgkinson specific S SDP priority 2 monitoring visit at least once per term</p>	<ul style="list-style-type: none"> <li>• See separate English Action Plan</li> </ul>
<p>Priority 3 - Quality of Education – Maths</p> <p>Increase attainment and progress in Maths all pupils (EYFS – Y6), specifically GDS and borderline children (including SEND and PP); ensuring more children meet and exceed the standards set at the beginning of the academic year:</p> <p>Link Governor - Andy McAney specific SDP priority 3 monitoring visit at least once per term</p>	<ul style="list-style-type: none"> <li>• See separate Maths Action Plan</li> </ul>
<p>Priority 4 - Personal Development/ Behaviour and attitudes</p> <p>To further advance policies and procedures leading to 'outstanding' behaviour, attitudes and personal development across EYFS – Y6.</p> <p>Link governors - Daniel Ingles, Gay Lewis and Suzie Mutch specific SDP priority 4 monitoring visit at least once per term</p>	<ul style="list-style-type: none"> <li>• To maximise the impact of collective Worship</li> <li>• Increase attendance and punctuality – so that it is above national average therefore disruption is minimised, achievement and progress is maximised.</li> </ul>

<p>Priority 5 – EYFS - To further develop leadership and management in EYFS – leading to improved outcomes</p> <p>Link governor - Nicky Bower specific SDP priority 5 monitoring visit at least once per term</p>	<ul style="list-style-type: none"> <li>Foundation Stage Leader to enrol on NPQEL – outcomes and actions to be developed as a separate EYFS Action Plan.</li> </ul>
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Priority 1: The school is lead and managed effectively – Leaders demonstrate a relentless drive for school improvement whilst being mindful of staff wellbeing and workload.

Objective 1: To develop a clear vision that is understood and adhered to by all stakeholders.

Outcome: All stakeholders will understand and adhere to the collective vision.

Actions	Lead	Monitoring	Impact:		
			Autumn 2023	Spring 2024	Summer 2024
Staff to involved in the formulation of new school vision during Inset training.	RA	Sept 2023 INSET	When questioned, all staff understand and adhere to the New vision.	Subject leaders are capable and confident to talk about/ identify where specific values are taught within their curriculum subjects.	
Evidence			Staff all confident with what the vision is and what is means for us a school.		
New School vision consultation with parents/carers through additional PIE	RA/LC	PIE feedback forms		When questioned, all parents/carers understand and adhere to the New vision	
Evidence					
New school vision delivered/explained to pupils through collective worship and specific PSHE lessons	RA/teaching Staff	Child interviews	When questioned, all children understand and adhere to the New vision.	Children confidently discuss and demonstrate the key elements of the New Vision.	

Evidence			Collective worship – call and response.		
School documentation e.g. newsletters, policies, website and displays to reflect the New Vision	RA/LC	Learning walk, website check	School documentation, website and displays to reflect the New Vision – cohesion	School documentation, website and displays further to reflect the New Vision – cohesion	
Evidence			Website, newsletters, Governor minutes policies.		
New school vision to be linked to long-term planning	RA/LC	Documentation and website check	Some long term planning is linked to New school vision.	All rolling programmes are linked to New school vision.	
Evidence			Rolling programmes		

Objective 2: To ensure ‘quality first teaching’ is achieved consistently - at all times throughout the school EYFS- Y6.

Outcome: All children are fully engaged in learning and making at least good progress

Actions	Lead	Monitoring	Impact:		
			Autumn 2023	Spring 2024	Summer 2024
A new Teaching and learning policy has been created and is adhered to; thus promoting best practice including automaticity and establishes consistency across the school	RA/LC	Teaching and learning policy Lesson drop in records	A new teaching and learning policy has been approved by FGB.	When questioned, all teaching staff understand and adhere to the new teaching and learning policy.	

Evidence			FGB minutes Nov '23		
Regular learning walks (teaching and support staff) are in the diary and take place – focusing on teaching and learning across the school – whole class/intervention (booster/stretch/pre and post teach) /1:1 sessions. Promoting best practice including automaticity and establishing consistency across the school	RA (subject leads as appropriate)	Lesson drop in records	Impact/improvement is visible in all classes	Continued impact visible focusing on areas identified in autumn drop ins.	
Evidence			Lesson drop in forms Google Drive		
'Brave' lesson approaches are encouraged, discussed and recorded weekly during staff meetings. Plans are adapted/annotated accordingly if appropriate.	RA	Staff meeting minutes	Staff are able to notice and discuss the impact of brave lesson approaches.	Brave lesson approaches are applied to a wider range of subjects – pupil engagement is increasing. Worksheet use, carpet 'teaching' time is decreasing – learning/exploration time is increasing.	
Evidence			Staff meeting minutes, Lesson drop in forms,		
Teaching staff to engage in training, collaboration events and individual learning to identify best practice. RA (alongside ECL/SIP and teaching staff) to arrange visits as needed	RA/LC	Staff meeting minutes Lesson drop in records	Staff are able to discuss the impact of meetings, courses and visits and apply approaches to practice.	Staff are continuing to apply new/best approaches to practice.	
Evidence			PM minutes, staff meeting minutes, website (planning changes etc)  Yearlong Target		
All Teachers and TAs have (at least) one bespoke performance management objective linked to QFT	RA	Performance management paperwork	Staff (alongside RA) are able to identify a bespoke performance management objective relating to QFT that,	Staff (alongside RA) are able to identify a bespoke performance management objective relating to	

			once completed, leads to exceptional practice	QFT that, once completed, leads to exceptional practice	
Evidence			PM files - yearly targets		
Staff to create one trial 'overview' planning cover sheet for each topic (pictorially when appropriate) for children to refer to in books or elsewhere (e.g. on wall/flipchart for PE.) – that states key subject knowledge and learning, past learning/curriculum/knowledge/skills links, key vocabulary, scaffolding, assessment, writing and maths opportunities. Thus ensuring a seamless curriculum continuum across the WHOLE school (EYFS – Y6). RA to arrange Staff release time to enable the creation of cover sheets so not adding to current workload.	RA/teaching staff	Staff discussions r.e workload V impact (staff's ability to discuss/understand links in learning journey and scaffolding etc)	Staff are confident that the overview sheets reflect seamless curriculum continuum and key subject knowledge.	Planning and teaching is succinct and impactful Children are able to refer to topic sheets during child interviews – key knowledge is taught and assessed explicitly	
Evidence			Initial Sticky knowledge sheets created to be trialled in Spring – Google Drive Planning -		

Objective 3: A series of rigorous and robust systems are developed, ensuring the school is fully cyber secure

Outcome: The school is fully aware of its cyber security duties and obligations and fulfils them completely.

Actions	Lead	Monitoring	Impact:		
			Autumn 2023	Spring 2024	Summer 2024

RA/LC/SM/EH to meet with Louis VanZyl and create an action plan to ensure the school is fully cyber secure – including quality CPD for all staff and governors	RA/LC	Cyber security records completed by LVZ	An action plan is in place and steps have been taken to ensure the cyber security of the school.		
Evidence			Cyber security Plan Staff meeting minutes Governor minutes		
Evidence					

Objective 4: A series of rigorous and robust systems are developed so that the governing body is operating effectively; equally supporting the school and holding it to account

Outcome: The governing body fully understands its duties and duties and obligations and fulfils them completely. The FGB is operating effectively; equally supporting the school and holding it to account

Actions	Lead	Monitoring	Impact:		
			Autumn 2023	Spring 2024	Summer 2024
The governing body employ a new clerk The clerk is appropriately supported to fulfil his/her role effectively	SM/RA/LC	FGB minutes Visiting records	The governing body has an effective clerk.		
Evidence			Clerk appointed		
The governing body to create a new set of systems – including (but not exhaustively) a fully diarised calendar for the year, agendas set for the year, SDP responsibilities given, specific standing items included on all FGB agendas, new visiting records created	SM	FGB minutes Visiting records	The governing body has a new set of systems – including a fully diarised calendar for the year, agendas set for the year, SDP responsibilities given, The FGB are more effective. Governors are aware of the school's priorities and know their role in this.		
Evidence			Annual agenda Google drive		

Chair of governors to set out the expectation that information provided by the school will be questioned and challenged - Questions/challenges to be highlighted in yellow on FGB minutes.	SM	FGB minutes	Governors are a 'critical friend' to the school – ensuring a relentless drive for improvement.	Governors are a 'critical friend' to the school – ensuring a relentless drive for improvement. Subject link governors are clear about strengths, areas for development and steps being taken to drive improvements.	
Evidence			FGB minutes Governor visit reports		
Chair of governors to set out the expectation that governors visit the school at least once per term – Rota for governors to attend key staff meetings and SDP meetings	SM	FGB calendar Visiting records	Governors are aware of the school's priorities and know their role in this.	All governors are aware of the school's priorities and know their role in this.	
Evidence			FGB minutes Governor training records		
Ofsted key priorities (2019) to become a standing item at FGB.	SM	FGB minutes Visiting records	Governors are confident that Key actions from last Ofsted have been successfully addressed (2019) and can explain this fully.		
Evidence			FGB minutes		
FGB training on visiting lessons.	SM	FGB minutes Visiting records		Governors are confident that lesson visits are purposeful and beneficial for all involved.	
Evidence					

Objective 5: The Headteacher is effective in her new role – demonstrating a relentless drive for school improvement whilst being mindful of staff wellbeing and workload.

Outcome: Rapid improvements in outcomes and progress are evident. Staff workload has decreased, staff wellbeing is high – the culture of the school is positive.

Actions	Lead	Monitoring	Impact:		
			Autumn 2023	Spring 2024	Summer 2024
RA to engage with all means of support (e.g. ECL/SIP/Collaboration/Coaching/touchdowns) available to ensure best practice, policy and procedure are maintained/advanced.	RA	Visiting records Meeting minutes	The headteacher is confident that the school is making rapid and sustained improvements – using internal data and predictions.		
Evidence			Pupil progress meetings, Data tracker, predictions, staff meeting minutes, subject monitoring documents, parent questionnaire		
A weekly checklist of HT activities is developed to ensure consistent school development.	RA	Subject action plans Staff meeting minutes PMR paperwork	The HT is effectively making a sustained difference whilst being mindful of her own wellbeing. The HT is developing their skills and expertise without being overloaded		
Evidence			Weekly checklists, Google calendar.		
Chair of governors to continue meeting weekly with RA to ensure she is both supported and challenged.	SM	Discussion and minutes when appropriate	RA feels supported and challenged.		
Evidence			HT PM		
Further develop the role of senior leaders across the school.	RA	Subject action plans Staff meeting minutes	Staff are developing their skills and expertise	Staff are confident that their subjects	

		PMR paperwork	without being overloaded	are well planned, taught and resourced – they are clear on strengths and areas for development.	
Evidence			Staff training logs, Collaboration meeting minutes, moderation minutes, Staff meetings minutes,		
RA to arrange cover so that teachers can engage in Professional learning time – separate to PPA. Including visits to other schools and collaboration meetings and events.	RA	Subject action plans Staff meeting minutes PMR paperwork	Staff are developing their skills and expertise without being overloaded	Staff are continuing to develop their skills and expertise without being overloaded	
Evidence			Collaboration meeting minutes, moderation minutes, Staff meetings minutes,		

Priority 2. - Quality of Education – English

Ensure that all groups of children enjoy reading and writing and make good or better progress in English (Reading and Writing) by the end of EYFS, KS1 and KS2 in July 2024.

See separate English Action Plan

Priority 3 - Quality of Education – Maths

Increase attainment and progress in Maths all pupils, specifically GDS and borderline children (including SEND and PP); ensuring more children meet and exceed the standards set at the beginning of the academic year:

See separate Maths Action Plan

Priority 4: To further advance policies and procedures leading to ‘outstanding’ behaviour, attitudes and personal development.

Objective 1: To maximise the impact of collective Worship

Outcome: Staff are maximising the impact of Collective Worship – The Christian Ethos of the school is further developed

Actions	Lead	Monitoring	Impact:		
			Autumn 2023	Spring 2024	Summer 2024
RA to work with DI to audit current Collective worship practice and identify actions that will lead to the impact being maximised.	RA	School Development Plan Learning walks Child interviews	Leaders are aware of the steps that will maximise the impact of Collective worship.	All leaders are aware of the steps that will maximise the impact of Collective worship.	
Evidence			Collective worship progress document		
Evidence					

Objective 2: Increase attendance and punctuality so that it is above national average.

Outcome: – Attendance is above national average therefore disruption is minimised, achievement and progress are maximised.

Actions	Lead	Monitoring	Impact:		
			Autumn 2023	Spring 2024	Summer 2024
RA to highlight the importance of attendance to all stakeholders – staff, pupils, governors and parents through staff meetings, INSET, letters, Chimes article, regular section on Newsletter. Attendance to become a standing item on staff and support staff meeting minutes.	RA	Attendance records Child interviews INSET agenda	Attendance is at least in line with national. Stakeholders understand the importance of good attendance.	Attendance is continuing on an upward trend – individual families are supported to improve attendance.	
Evidence			Majority of attendance has improved – Arbor. staff meetings minutes, letters, Chimes article, regular section on Newsletter.		

Attendance incentives are set out and understood by staff, pupils, governors and parents. Attendance badges are bought and given out half termly for those with 96% or above.	RA	Attendance records Child interviews INSET agenda		Attendance is at least in line with national. Stakeholders understand the importance of good attendance.	
Evidence					
Work packages are set for those children taking authorised and unauthorised holidays and also those that are absent from school due to illness/injury but are able to work.	RA	Completed holiday/absence work packages Website links to Oak academy etc.	Children are given the opportunity for education to take place even when not in school due to absence/holiday. Clear links to Oak academy (and other websites) are on the school website.		
Evidence			School website		
RA to reintroduce County and Collaboration guidelines for sending letters and fining parents when taking unauthorised holidays.	RA	Evidence trail of letters/phone-calls/emails made.	Attendance is at least in line with national.		
Evidence			Arbor – Majority of attendance has significantly improved. Letters issued etc		

Priority 5: To further develop leadership and management in EYFS – leading to improved outcomes

Actions	Lead	Monitoring	Impact:		
			Autumn 2023	Spring 2024	Summer 2024
Foundation Stage Leader to enrol on NPQEL – outcomes and actions to be developed as a separate EYFS Action Plan.	KW	NPQEL records		An EYFS management action plan is created with clear areas for development.	

Evidence					
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