
A place where we aspire to excel in knowledge, faith and love



School Development Plan 2022 - 2023

September 2022

Areas for Development

St James 2022/23		
What the school needs to focus on	Teaching and Learning	Consolidating the depth of the foundation and core curriculum
	SEND/Inclusion	Working on developing the pathways for SEND and adapted curriculum and embedding the lowest 20% and highest 20% tool kits
	Leadership and Management-	Developing leadership at all levels with focus on subject leaders.

School Improvement Plan Contents 2022-2023

Key Priorities 2022-2023

The school has undertaken a thorough Self Evaluation and as a result of this we have identified 4 key priorities to raise attainment further.

To raise standards in the attainment and progress of writing across the curriculum

- Securing pedagogy for the delivery of Quality First Teaching
- Securing outcomes for all pupil groups
- Securing teacher's subject knowledge
- Wide range of writing opportunities across the curriculum
- Writing is assessed accurately and consistently to improve writing attainment and progress, as well as combined outcomes

Teaching and Learning across the whole curriculum with specific focus on – wider curriculum

- Mastery and depth of knowledge
- Solid cohesive teaching approaches across all year groups of basic skills
- Teacher subject knowledge especially in the direct teaching of subject specific vocabulary
- Pupils have a depth of knowledge and understanding
- Ensure that staff receive high quality CPD from subject leaders

Inclusion

- To continue to address underachievement and extend personalised learning through the development of specific interventions and the use of the alternative adapted curriculum
- Intervention Groups established focusing on the Lowest 20% and pupils identified as underperforming in relation to their KS1 results
- Ensuring interventions are monitored, reviewed and assessed regularly to ensure intended impact and completion within a specific time frame
- Individual education plans and assessments are completed within 2 weeks of identification
- Training on assessment and Progress for SEND for all staff completed and ongoing
- Development of pathways and engagement

Well- being and Personal Development

All staff and children develop a core language of mindfulness and consideration of the well-being of others. All staff trained to identify key aspects of mental welfare in all.

- Through mentoring
- Appointment of a Mental health champion
- Access to counselling
- Wellbeing days
- Regular personal development interviews.

Curriculum Focus Evaluation

Top level view-what is our offer, to whom and how often
Curriculum sequence and intent and why we did it this way

Deep Dive-Intent- evidence gathering on impact and implementation the baseline of the quality of education. Pupils and teachers learning behaviours. Inclusion within each subject area.

Deep dive will always be Reading and Maths and two others – Reading across all subject areas will be tracked and monitored for progression of knowledge and skills

Let's see that in action together – Actions that will be undertaken by all staff

Joint observations and learning walks

Evaluation of subjects by senior leaders e.g. work samples, teacher questioning, lesson observations

Evaluations of curriculum leaders on content and choices in the curriculum

Sample of lesson observations 4-6 lessons maybe more

Book Looks 6 books per year groups from two year groups or more

Discussions with pupils

Discussions with teachers

TARGETS AND SUCCESS CRITERIA

<p><u>Success Criteria</u></p> <p>Overall 80% of all children in each group by summer should achieve age-related expectations in all areas of learning Reading, Writing and Maths (80% target may be variable based on the contextual information of the year group).</p> <p>For all year groups:</p> <p>25% by the end of Autumn. 50% by the end of Spring. 95% by the end of Summer.</p>	<p style="text-align: center;"><u>Success Criteria</u></p> <p><u>To diminish the differences in RWM for focus groups of pupil with focus on 95% of PP children achieving above ARE</u></p> <p><u>NEED TO DO TARGETS AT NEXT SLT</u></p> <p><u>KS2:</u> With overall combined of children to achieve 75% for RWM at end of the year 80% to achieve ARE in Writing 80% to achieve ARE in Reading 80% to achieve ARE in Maths 80% to achieve ARE in Science 80% to achieve ARE in GAPS</p> <p><u>Higher Attaining Pupils</u> Attainment of HA children to be 30% in reading, writing and mathematics combined Attainment of HA children to 30% in reading. Attainment of HA children to 30% in mathematics.</p>	<p><u>Monitoring</u></p> <ul style="list-style-type: none"> ● Planning monitored weekly ● Books monitored fortnightly ● Extended leadership team meets termly with reports ● Learning walks monthly with SLT ● Teaching and Learning reviews termly ● CPD – weekly for all staff including teaching assistants ● Reporting to governors – Termly ● Governor visit one per term. ● Team teaching and peer observation opportunities ● Termly internal moderation <p>Moderation to be held termly for all subject areas with partner schools</p> <p>To look at</p> <ul style="list-style-type: none"> ● Breadth of curriculum delivery ● Progression across year groups ● Standards of work (with focus on 3/4/5) ● Writing outcomes across the curriculum through book monitoring ● Subject lead and SLT monitoring and feedback based on findings from regular monitoring
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		<ul style="list-style-type: none"> ● SLT follow- up recommendations suggested in monitoring feedback
		<p><u>Attendance target- 95%</u></p>
		<p><u>Teaching and Learning Target</u></p> <ul style="list-style-type: none"> ● 90 % of all lessons to be good to outstanding by the end of the year

TEACHING AND LEARNING ACROSS THE CURRICULUM			
Details of action to be taken:	Lead responsibility	Resource implications	Monitoring arrangements, timeline and outcome.
Raise standards of teaching and learning ensuring the curriculum is challenging through <ul style="list-style-type: none"> - staff training on variation, mastery and subject knowledge - Focused observations - monitoring of planning and teaching and learning -Assessment 	SLT Co-ordinators		Weekly – planning Monitoring Termly – moderation Termly overview with SLT
To improve the delivery of teaching strategies across all curriculum areas. <ul style="list-style-type: none"> - School based training- with regular teaching and learning INSET’s addressing the key priorities of: <ul style="list-style-type: none"> - Pace - Policy - Assessment/Pupil voice - Pupil/teacher comments - Expectations - Key skills in foundation subjects ● Monitoring of planning, specifically focussing on a four- part lesson. ● Monitoring of teaching and learning- joint observations taking place (SLT) ● Demonstration lessons, with emphasis on new members of staff (PGCE and ECT) 	SLT Co-ordinators		Lesson observations Planning moderation CPD evaluations

<p>Consolidation of Pupil Progress meetings to moderate and track progress through: -</p> <ul style="list-style-type: none"> ● Moderation between year groups ● Breadth of evidence across the English and Foundation curriculums ● Using SONAR assessment and SIMs to support the assessment meetings with teaching staff/Phase leader/assessment manager. 	<p>SENCo SLT</p>		<p>Termly progress meetings</p> <p>SONAR tracking</p>
<p>To implement consolidate depth of learning and teaching</p> <ul style="list-style-type: none"> ● Securing pedagogy for delivery of Quality First Teaching ● To ensure each class has appropriate concrete resources to scaffold learning and enable all pupils to access the curriculum ● To provide CPD for variation of resources scaffolded to the pupils' abilities (individual needs) ● To provide CPD for delivering basic skills to ensure fluency and automaticity ● To provide CPD linked to calculation policy to enhance and support problem solving and reasoning ● To provide CPD for assessment of all curriculum areas ● To provide CPD for support staff to link with interventions and basic maths skills ● To model sections of the programme linked to the CPD being delivered ● To strengthen Teachers' knowledge and understanding including identifying and correcting misconceptions. 	<p>SLT ELT – co-ordinators</p>		<p>Monitored through planning and lesson observations and books</p> <p>On-going and assessed termly.</p> <p>Staff audits and feedback in training</p> <p>Teaching and learning reviews termly.</p>
<p>Continue and develop:-</p> <ul style="list-style-type: none"> ● My Maths ● TT Rockstars ● Bug Club ● Writing awards ● Recording reading awards (reading champions) ● Class Dojo awards ● Alternative curriculum reviews ● Wider opportunities for reading and writing e.g. author and library visits 	<p>Subject Leaders</p>		<p>Weekly celebrations</p> <p>Termly analysis</p>
<p>To improve the quality of teaching and learning of mastery in all subjects</p> <ul style="list-style-type: none"> ● Resources are of high quality and used effectively to allow all to access the lesson ● Enhance and develop Quality First Teaching across the curriculum ● Implementation and monitoring of reviewed medium term plans ● Apply skills to real life contexts ● ELT and senior teachers to support planning ● Ensure teachers deliver 4 part lessons (starter/recap, input, independent task, plenary) ● Opportunities for children to explore and investigate independently ● L20% and MA toolkit accessible and used consistently 	<p>SLT ELT</p>		<p>Observation cycle</p> <p>Planning audit half termly</p> <p>Book audit fortnightly (SLT) and half termly (RBB)</p>
<p>To continue to promote the skills of mental calculation and understanding of mathematical vocabulary through:-</p> <ul style="list-style-type: none"> ● Vocabulary board in class which shares equal credence to the ambitious words/connectives) 	<p>Maths Team</p>		<p>Update weekly for children to participate</p>

<ul style="list-style-type: none"> Continued promotion of calculation fluency in weekly homework. TT Rockstars Quick Maths mental starters Mental maths tests MyMaths to reinforce and consolidate topics taught within lessons 			<p>Half-termly arithmetic tests</p> <p>Weekly times table tests</p> <p>Monitoring of planning and books</p>
<p>Raise standards of teaching and learning ensuring progression of more able children from Year 3 to Year 6 through:-</p> <ul style="list-style-type: none"> Variation evident within lessons. Identify children in year 6 who need further support to reach expected and exceeded expectations. Each ELT member to identify their more able children within their topics and provide 1 project within the year that supports and challenges those pupils (summer 1 project within the ability group). Track more able children through analysis of NTS assessments (reading and mathematics) and GAPS for grammar to ensure progress Resources are of high quality and used effectively to allow all to access the lesson ELT members to actively seek extra-curricular opportunities to support and extend MA pupils 	<p>SLT ELT SENDCo</p>		<p>Monitoring of planning and books focused on more able children</p> <p>Project outcomes</p> <p>Analysis of assessments half-termly</p>

ASSESSMENT records- the foundation subjects

<p>To develop a school based system that effectively tracks and monitors the progress of pupils, year on year.</p> <ul style="list-style-type: none"> ● Assessment lead to ensure that all teachers have a firm knowledge of children's current attainment and through professional dialogue in regular pupil progress meetings all groups of learners are discussed, including: ● More able disadvantaged ● EAL ● Gender ● FSM ● White British ● Lowest 20% of cohort 	<p>Assessment - Nina SLT SENDCo ELT</p>		<p>Half termly whole school monitoring</p> <p>ELT reports</p> <p>Pupil Progress Meetings</p> <p>IEP monitoring</p> <p>SONAR tracking</p>
<p>To communicate systems of tracking pupils will all stakeholders and ensure that Governors can understand new formats of xxx and how tracking of progress and attainment has changed.</p> <ul style="list-style-type: none"> ● Pupil progress meetings ● Careful monitoring of planning and books to ensure that pitch and progress is apparent ● Monitoring and analysis of standardised scores ● Monitoring and analysis of the tracker ● Book monitoring and pupil voice to ensure assessment grades and outcomes match <p>Lesson observations ensure that the big five are followed at all times including pace, variation, progress, questioning, and mastery.</p>	<p>HT</p> <p>SLT</p> <p>Subject Leaders</p> <p>Governors</p>		<p>Termly Governor Meetings with Head teacher</p> <p>Governor Meetings with link co-ordinators</p> <p>Termly lesson observations</p>
<p>To provide a clear framework that allows teachers judge progress and plan for next steps in learning.</p> <ul style="list-style-type: none"> ● To ensure that all staff have a clear vision and understanding of the assessment procedures ● To ensure that all staff have an understanding of standardised scores. Staff need to know that the national expectation is 100 that anything above 110 is exceeding expectations and 90-99 is below national expectation. 	<p>SLT</p> <p>English and Maths Teams</p>		<p>Pupil Progress Meetings</p> <p>Termly ELT reports</p> <p>Half termly whole school analysis report</p>

DEVELOPMENT OF THE WIDER CURRICULUM

Details of action to be taken:	Lead responsibility	<u>Resource implication s/ Timeline</u>	Monitoring arrangements
<p>To emphasise the important role that planning has when embedding a relevant and challenging curriculum.</p> <ul style="list-style-type: none"> ● Planning should be progressive and objectives should be skills based ● Foundation planning should focus on the Blooms taxonomy verbs and developing skills within that subject. ● Planning should focus on variation and AFL ● Emphasis to be placed on subject specific vocabulary ● More able to have opportunities to embed their skills and apply to other contexts 	SLT ELT	Resources to support lessons	Learning Walks by co-ordinators half termly Planning and book monitoring half-termly Teaching and Learning review termly
<p>To ensure that all staff have a clear vision of curriculum expectations in terms of content, knowledge and mastery through:</p> <ul style="list-style-type: none"> ● The systematics delivery of staff Inset for all subjects from core to foundations ● Providing CPD from outside providers ● To provide demonstration lesson on the curriculum and the mastery model. ● Training on Variation as opposed to differentiation. ● Focussed CPD based on monitoring outcomes to improve teacher subject knowledge ● Cross borough moderation of foundation subject outcomes and evidence of progress of skills termly 	SLT ELT	Seek support CPD (If required)	Effectively using the strategies day-to-day and monitored through planning and lesson observations and books On-going and assessed termly. Teaching and learning reviews termly. Internal and external moderation
<p>To improve the quality of teaching and learning of mastery in all subjects</p> <ul style="list-style-type: none"> ● Apply skills to real life contexts ● Senior teachers to model and support teaching in all subjects ● ELT and senior teachers to support planning ● Ensure teachers deliver 4 part lessons ● Opportunities for children to explore and investigate independently ● High quality resources 	SLT ELT	Resources	Observation cycle Planning audit half termly Book audit fortnightly (SLT) and half termly (RBB)

<p>Raise standards of teaching and learning ensuring progression of more able children from Year 3 to Year 6 through:-</p> <ul style="list-style-type: none"> • Variation evident within lessons. • Identify children in year 6 who need further support to reach expected and exceeded expectations. • Each ELT member to identify their more able children within their topics and provide 1 project within the year that supports and challenges those pupils. • Track more able children through analysis of NTS assessments/GAPs assessments 	<p>SLT ELT Senco (DD & HD)</p>	<p>Resources for projects</p>	<p>Monitoring of planning and books focused on more able children</p> <p>Project outcomes</p> <p>Analysis of assessments half-termly</p>
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INCLUSION

Details of action to be taken:	Lead responsibility	Resource implications	Monitoring arrangements, timeline and outcome.
<p>To continue to address underachievement and extend personalised learning through the development of specific interventions.</p> <p><u>Intervention Groups established FOCUS ON LOWEST 20%</u></p> <p>Daily 10 minute readers in years 3/4</p> <ul style="list-style-type: none"> • Wave 3 English and Maths (intervention plan) • Phonics (Focus on yr 3 & other children who have not passed KS1 phonics)/Mid Phase Admission • Sensory groups • Self-esteem groups • Speech and Language • Working with outside agencies 	<p>SENCO English Team Maths Team Pastoral Support Team</p>	<p>Nil</p>	
<p>Update the provision map (provision map software) so children and their specific learning need is supported by updated assessment so teacher can meet the needs of specific children considering their potential barriers to learning (if any).</p> <ul style="list-style-type: none"> • Provision map, showing areas of need/provision • Up to date assessment for the children in the core subjects. This is to be reviewed termly and based on triangulated evidence from outcomes progress and evidence in books 	<p>SENCO Class Teachers</p>	<p>Nil</p>	<p>Half-termly assessments PPM</p>
<p>Ensure that leaders can track progress of specific groups through:-</p> <ul style="list-style-type: none"> - termly assessment analysis in each year group - training with how to analyse data - Assessment criteria to be in place in all subjects. With specific links to key vocabulary development and reading 	<p>SLT ELT SENCO</p>	<p>Use of SIMS (tracker)</p>	<p>Half-termly assessments ELT reports Intervention put in place Monitor focus children are showing progress</p>

Pupil progress meetings discussing the overview of each year/class and tracking against the end of year expectations.	SLT SENCO	Use of SIMS (tracker)	Half-termly meetings Interventions to be evaluated during meetings.
To improve the attainment of key groups of children through direct access to the learning mentor and School Family support worker - across the school.	Pastoral Support Team	Links with outside agencies	Referral forms Updated evaluations of sessions Safeguarding meetings
To improve the outcomes for children who are identified as vulnerable to safeguarding concerns and issues.	DSL HT Safeguarding team	Fortnightly checks and termly safeguarding meetings Identified in pupil progress meetings	Outcome: weekly dialogue within SLT and termly Safeguarding meetings with support agencies to monitor progress and issues arising.