



### **School Development Plan Contents 2021-2022**

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

#### **Priority 1 – Raise standards in Maths**

- **A.1:** The Head teacher, senior leaders and the wider school community are all committed to ensuring the knowledge, progress and attainment gap is diminished for all children in mathematics.
- **A.2:** “... the teaching of mathematical reasoning and problem solving skills is strengthened so that all groups of pupils, including the most able, are routinely challenged in their learning.” (OFSTED 2017)
- **A.3:** To develop children skills in reasoning and use of efficient arithmetic strategies/methods
- **A.4:** To develop teacher subject knowledge further through CPD and sharing outstanding practice
- **A.5:** Maths lessons are pitched correctly for each year group.
- **A.6:** The teaching of skills in mathematics is embedded strategically across the school from year 3 to year 6.
- **A.7:** To develop children’s skills through repetition and rehearse (automaticity in maths – knowing and remembering more)
- **A.8:** Mathematical vocabulary is modelled in context prior to pupils rehearsing and practising vocabulary across the curriculum
- **A.9:** Ensure outcomes of the mathematics review continue to impact on standards

#### **Priority 2 – Assessment to raise the progress and attainment of pupils to reach ARE (Age Related Expectations) in core subjects.**

- **B.1:** More rigorous monitoring of formative assessment to ensure that lesson planning is based on accurate and frequent assessments to meet the needs of all pupils including the lower20% and more able.
- **B.2:** Using benchmark assessment data, interventions will be mapped out across the school for all learners including more-able and L20%. (10% in each class – 3chn)
- **B.3:** Interventions will be mapped out across the school for all learners including the L20% and the more-able.
- **B.4:** Assessment data is used to inform planning and close the gaps within all ability groups.
- **B.5:** Lower 20% are provided with a toolkit to support and scaffold their learning in all subjects.
- **B.6:** All curriculum areas to be sequenced logically and progressively.
- **B.7:** Each subject area is written so that teaching builds on previous learning. Skills and knowledge are repeated and rehearsed - A progression model curriculum ensuring knowledge and skills build and enter into long term memory through automaticity.
- **B.8:** Children are able to rehearse key knowledge and skills and facts and apply them to future learning in a variety of contexts.

- **B.9:** Lessons and planning are monitored carefully; pupils know more and remember more through rehearsal.
- **B.10:** CPD builds and secures teachers' subject leaders knowledge to sustain Quality First Teaching to ensure high standards in progression in learning for all pupils and gaps in learning are diminished.
- **B.11:** All subjects are monitored rigorously and robustly by undertaking work and planning scrutiny, lesson visits and most importantly discussions with children.

### Priority 3- Ensure the safety and well-being of pupils and staff

- **C.1:** To ensure that the safeguarding team responds to the needs of all children including vulnerable and SEND.
- **C.2:** Ensure that Safeguarding Practices are effective and appropriate.
- **C.3:** Develop an effective RHSE policy.
- **C.4:** Maintain further learning opportunities and experiences beyond the classroom through enhanced extra-curricular provision, particularly for harder to reach pupils.
- **C.5:** SMSC, British Values and PSHE, including Relationships Education and Mental Health are embedded across the curriculum and all children are enabled to become confident, resilient and independent learners.
- **C.6:** To monitor and improve/review staff wellbeing throughout the year including workload.
- **C.7:** To continue to involve parents' voice in their children's provision in school.

### Priority 4 - To further develop the personalised curriculum and attainment for SEND pupils across the curriculum

- **D.1:** The Head teacher, subject leaders and class teacher understand the importance of planning for all abilities.
- **D.2:** Staff are trained well, through carefully planned Inset, so that they can deliver high quality inclusive teaching and learning
- **D.3:** Clear intervention strategies are put in place across the school for those children who fall behind in their learning
- **D.4:** To provide timely interventions/support for AEN, EAL, SEND and those working below expected standards
- **D5:** To effectively manage the transitions from KS1 and to KS3.
- **D6:** To develop and embed a consistent adapted curriculum and systems for high-needs SEND pupils
- **D7:** To develop and systemise the tracking of progress for pupils following the adapted curriculum so that all children make progress from their starting point
- **D.8:** To develop the support given to new mid-phase admissions (particularly those with little English or no previous schooling) so that they can settle into learning and wider school life quickly.
- **D.9:** To continue to develop the ability of staff to cater for the learning needs of L20% and SEND (through the use of a toolkit), especially those pupils who require an alternate curriculum to enable them gain access.

### Priority 5 - To develop an effective leadership team

- **E.1:** To ensure there are strategic systems and processes in place to develop consistency in approach and practices for leaders at all levels

- **E.2:** To continue to develop subject leader accountability so that all leaders are unanimous in their ambition for the best for all St James' pupils.
- **E.3:** To develop confident leaders who are effective in delivery, monitoring and implementing their subject areas.
- **E.4:** SLT to devise a termly calendar for progress and standards monitoring. Observations and monitoring are more frequent and effect quicker improvements on pupil outcomes.
- **E.5:** Subject specific CPD devised for staff and support staff based on arising needs of the school
- **E.6:** To develop a more rigorous CPD programme and appraisal process for support staff.
- **E.7:** Research and implement strategies to further support summer born pupils to ensure they achieve in line with their peers.
- **E.8:** To develop pupils' ability to use peer marking across all levels