



# SCHOOL DEVELOPMENT PLAN

## 2021-22

Autumn Term Update   Spring Term Update   Summer Term Update

### PRIORITY 1: To develop the quality of writing across the school to increase overall attainment

- Identify the gaps that children have in their phonics knowledge and embed the Westcliffe Phonics scheme and use of Phonics Tacker
- Use quality texts and a 'teach through text' approach to engage and inspire pupils
- Create meaningful and purposeful opportunities for writing across the school

Specific actions	Success criteria	Timescale <small>Start / Review / End</small>	Lead	Actions / Monitoring	Resources & Costings	Evaluation of impact on pupil achievement
Carry out regular formal phonics assessment using Phonics Tracker	<ul style="list-style-type: none"> <li>• Most children demonstrate progress through the assessment cycle</li> <li>• Children who are not making progress are identified and interventions put in place</li> </ul>	S 09/21 R 12/21 R 3/22 E 7/22	SB	Half termly Phonics Tracker assessments and monitoring Termly Pira and Gaps assessment Termly teacher assessment for writing Monitoring of teaching and learning during staff meetings, observations and moderation.	Phonics Tracker Assessment Package	
Continue the development and implementation of a phonics-based spelling scheme that reinforces and compliments phonics teaching	<ul style="list-style-type: none"> <li>• Most children demonstrate phonics application in their writing, including spelling rules taught in Phase 6</li> </ul>	S 09/20 R 12/20 R 3/21 E 7/21	SB	KS2 Teacher given time to work with English lead to continue the development of phonics-based spelling programme	HLTR 0.5	
Provide 1:1 and small group targeted support in response to identified gaps in learning (through formal and informal assessment)	<ul style="list-style-type: none"> <li>• Children identified as having "gaps" are given opportunities to access 1:1 or small group targeted support</li> <li>• Pupils accessing support demonstrate progress in identified areas</li> </ul>	S 09/20 R 12/20 R 3/21 E 7/21	SB	2 afternoons per week HLTA for the duration of the autumn term	Phonics Tracker Assessment Package Westcliffe Phonics Programme Twinkl Handwriting	
Develop strategies to support children's resilience for writing	<ul style="list-style-type: none"> <li>• Children are confident to step beyond the scaffold</li> </ul>	S 09/20 R 12/20 R 3/21	NB/ SB	Monitoring of teaching and learning during staff meetings, observations and moderation		

– addressing missed learning due to COVID lockdown.	and write independently and at length <ul style="list-style-type: none"> <li>• Improved attainment and progress in writing</li> </ul>	E 7/21		Increased opportunities for extended writing and writing for a purpose		
Insist on high expectations of presentation throughout the school, and effective, progressive teaching of handwriting	<ul style="list-style-type: none"> <li>• Handwriting, spelling and phonics are taught effectively using resources</li> <li>• Improved attainment and progress in writing</li> </ul>	S 09/21 R 12/21 R 3/22 E 7/22	NB/ SB	Monitoring of teaching and learning during staff meetings, observations and moderation	Twinkl Handwriting	

*Notes:*

**PRIORITY 2: Continue the development and implementation of a curriculum designed to broaden horizons, widen cultural capital and empower children to be curious about the world around them.**

- Maintain and sustain the passion for teaching and learning in the Federation, of both pupils and staff
- Provide opportunities to develop rounded individuals, to achieve a child's best potential
- Provide a motivating environment to sustain and develop excellent staff, providing opportunities for development
- Provide meaningful experiences to enhance and develop learning opportunities
- Ensure that progress and attainment are achieved within and across each year group, to ensure that the Federation sustains and builds on the outcomes of Local Authority Monitoring, Ofsted and SIAMS inspections

Specific actions	Success criteria	Timescale <small>Start / Review / End</small>	Lead	Actions / Monitoring	Resources & Costings	Evaluation of impact on pupil achievement
Continue to develop subject leader roles	Pupils will have access to a coherently planned curriculum that provides outstanding personal development. Subject leaders have the strongest effect on the quality of education by building the appropriate provision in their subject, then cultivating the pedagogical content knowledge to maximise learning across the school.	S 09/21 R 12/21 R 3/22 E 7/22	SB	Link governor visits. Work with subject leads across the federation Monitoring of teaching and learning during staff meetings, observations and moderation Opportunities to lead CPD for other members of staff		
Continual development of more effective teaching methods to ensure retention of the knowledge and skills contained in the curriculum.	Support teachers to incorporate and develop teaching methods into their day to day teaching that encourage children to undertake retrieval practice to consolidate and deepen their retention of the knowledge and skills contained in the school's curriculum	S 09/21 R 12/21 R 3/22 E 7/22	SB	Termly CPD staff meetings led by subject leaders Staff given reflection time, working together, to evaluate the success of strategies and share good practice. Monitoring of teaching and learning during staff meetings, observations and moderation		
Whole school engagement with opportunities to widen cultural capital	All pupils have a wide, rich set of experiences. The opportunities are of the highest quality and develop the pupil's talents and interests Pupils have access to a coherently planned PHSE curriculum with regular opportunities for personal growth and development.	S 09/21 R 12/21 R 3/22 E 7/22	SB	Engagement of PPG and disadvantaged children monitored Pupil voice feedback Offsite educational visits and workshops organised across the federation Forest School days	£300 Diwali dance Workshop Music lessons	

Continue improvements to worship and RE curriculum including opportunities to experience other faiths both in school and in the wider community	All pupils feel aware of school's distinctive Christian character and are able to link core values to the choices they make in everyday life. Children are knowledgeable and respectful of different faiths and cultures.	S 09/21 R 12/21 R 3/22 E 7/22	SB	Review of RE curriculum and provision. Work with link governors and subject leads across the federation. Maintain good links with clergy. Pupil voice		
---	---	--	----	---	--	--

*Notes:*

### **PRIORITY 3: Collaborate with schools across the Federation to develop core skills in mathematics**

- Maintain and sustain the passion for teaching and learning in the Federation, of both pupils and staff
- Provide opportunities to develop mathematical fluency
- Utilise the knowledge and expertise of staff and governors across the federation to improve the outcomes for all children
- Ensure that progress and attainment are achieved within and across each year group, to ensure that the Federation sustains and builds on the outcomes of Local Authority Monitoring, Ofsted and SIAMS inspections

<b>Specific actions</b>	<b>Success criteria</b>	<b>Timescale Start Review End</b>	<b>Lead</b>	<b>Actions / Monitoring</b>	<b>Resources / Costings</b>	<b>Evaluation of impact on pupil achievement</b>
Continue to carry out formal PIRA assessments with termly reviews	Most children demonstrate progress through the assessment cycle Children who are not making progress are identified and interventions put in place	S 09/21 R 12/21 R 03/22 E 07/22	SB	Successful practice recognised and rewarded Opportunities for CPD recognised and developed Opportunities offered for professional development across the Westcliffe Federation of schools	Rising Stars subscription £1000	
Work closely with staff and link governors across the federation to share best practice	An improvement in the planning and delivery of maths teaching to ensure most pupils make good progress from their starting points.	S 09/20 R 12/20 R 03/21 E 07/21	SB	Explore the impact of using a mastery approach in EYFS and KS1. Link governor visits. Work with subject leads across the federation Monitoring of teaching and learning during staff meetings, observations and moderation	Primary Stars subscription £60	
Daily opportunities to develop mathematical fluency	Children identified as having “gaps” are given opportunities to access 1:1 or small group targeted support Pupils accessing support demonstrate progress in identified areas	S 09/20 R 12/20 R 03/21 E 07/21	SB	All pupils to have access to fluent in 5 or similar activity. Link governor visits. Work with subject leads across the federation Monitoring of teaching and learning during staff meetings, observations and moderation	Third Space Learning subscription	

*Notes:*

## PRIORITY 4: To promote and develop positive mental health and wellbeing for staff and pupils across the school

- Ensure that a robust plan for supporting the Mental Health and Well Being of children and staff is in place – links to PSHE curriculum

Specific actions	Success criteria	Timescale <small>Start / Review / End</small>	Lead	Actions / Monitoring	Resources & Costings	Evaluation of impact on pupil achievement
Provide pastoral support through targeted interventions and “drop-in” provision with ELSA TA	Pupils take up opportunities to access ELSA support (self-referred – drop-ins) Children identified as needing ELSA support targeted through intervention programmes	S: 01/20 R: 03/20 E: 06/20	SB / SL	1.5 days. per week ELSA HLTA for the academic year (Covid catch-up funding)	SL HLTA ELSA support 1.0 days x 38 weeks £1900	
Continuation of work on Staff Workload and Wellbeing following the disruption of past 18 months	Staff feel able to manage the multiple responsibilities placed upon them from working in a small rural school. Staff are encouraged to be ambitious, driven and innovative whilst leaders are conscious of pace and find ways to enable staff to find the ‘fulcrum’ of balance in their own lives.	S: 09/19 R: 12/19 R: 03/20 E: 06/20	SB	Regular opportunities to meet with wellbeing champion provided		
Ensure the effective delivery of a behaviour policy based on restorative practice.	Children are able to reflect on their behaviour effectively and identify the impact their behaviour may have on others.	S: 09/21 R: 12/21 R: 03/22 E: 06/22	SB	Regular updates from staff to ensure effective delivery of restorative practice Pupil voice		

Notes:

