GREAT HOLLANDS PRIMARY SCHOOL

MAIDEN ERLEGH TRUST

SCHOOL DEVELOPMENT PLAN SEPT 2022 – AUGUST 2023

STRATEGIC AIMS 2021 - 2025

Our school will:
- provide a safe, respectful and calm environment in which to learn and work.
- provide an exceptional comprehensive education to all pupils.
- plan and deliver a rich and ambitious curriculum that meets the needs of all pupils.
- help pupils understand how to learn and value positive attitudes to learning.
- provide useful feedback to pupils so they know their strengths and how to improve and can take responsibility for that improvement.
- ensure that pupils understand how to main and maintain positive and safe relationships in school and outside.
- ensure that pupils are prepared for the next phase of their education and lives.
- provide useful information to parents so they can support their child's improvement.
- provide effective support and development opportunities to staff and promote high levels of morale and job satisfaction.
- provide value for money and work as efficiently as possible whilst maintaining standards.
- perform in the top 10% of schools nationally or be on a rapid trajectory to do so.
- achieve an Ofsted rating of "good" to "outstanding" in all areas.
- provide leadership which is highly effective and ethical and which places its values and ethos at the forefront of all decision-making.
- work with the Trust, other Trust schools and other partners to enhance the work of the school.

To achieve this, we must:
- Provide care, stability and a purpose in a structured experience.
- Build, and often rebuild, children's self-belief.
- Teach children the things they really need to know and show them how to learn for themselves and with others.
- Ensure our pupils progress as fast as possible and achieve as much as possible (outperforming both similar schools and many with fewer challenges).
- Give children opportunities, responsibility and trust in an environment which is both stimulating and humanising.
- Listen to our pupils, value their views and reflect and act on what they say.
- Build trust with parents, families and communities, working in partnership with other professionals.
- In short, we will put the child at the centre of everything we do, with high aspirations, expectations and achievement underpinning our work.

WHAT WE DO & AND THE WAY WE DO IT

CONSISTENCY
EVERY ONE – EVERY DAY
CHALLENGE
NO DIPS, NO GAPS, NO EXCUSES
CHARACTER
RESILIENCE – RESPONSIBILITY

VALUE FOR MONEY
MAINTAINING STANDARDS – REDUCING COSTS

EXEMPLARY	EFFECTIVE	DEVELOPING	INEFFECTIVE

ACTION AREA: QUALITY OF EDUCATION	RIGOUR

CONSISTENCY: EVERYONE, EVERY CHILD, EVERYDAY – CHALLENGE: NO DIPS- NO GAPS - NO EXCUSES - TRANSPARENT ASSESSMENT

IMPLEMENTATION OBJECTIVES				

IMPLEMENTATION OBJECTIVE: INCREASE EFFECTIVENESS OF WRITING PROVISION ACROSS THE SCHOOL

Overall aim: to have a consistently applied methodology for teaching writing composition strategies through modelling and supported practice

Overall aim: to improve the provision of direct spelling, grammar, punctuation and handwriting sessions.

Rationale: *Effective writers use a number of strategies to support each component of the writing process.*

Success criteria
SEF Teaching and Learning monitoring evidences:
▪ *Observations show that teachers are describing and modelling strategies before pupils practise them.*
▪ *Observations show that teachers are providing effective and personalised feedback.*
▪ *Observations and books show that support is being gradually reduced over time so that pupils are working independently and effectively.*
▪ *Pupil voice shows pupils can articulate how, when, and why to use each strategy.*

Writing: Writing is not a barrier to pupils achieving the combined for EXS and GDS.

IMPLEMENTATION OBJECTIVE: INCREASE EFFECTIVENESS OF READING PROVISION POST PHONICS

Overall aim: to have a consistently applied methodology for teaching reading skills after phonics (y3-6) through modelling and supported practice

Success criteria: SEF Teaching and Learning monitoring evidence:
▪ *Observations show that teachers are describing and modelling strategies before pupils practise them.*
▪ *Observations show that teachers are providing effective and personalised feedback.*
▪ *Observations show increasing confidence when reading more complex texts.*
▪ *Reading outcomes improve by 10% per class.*
▪ *Pupil voice shows pupils can articulate how, when, and why to use each strategy.*

SUBJECT CURRICULUM INTENT RIGOUR

Overall aim: each subject has a carefully planned and sequenced curriculum which meets the needs of all pupils. From EYFS upwards

Success criteria:
• *Each subject's curriculum intent and sequenced plan are understood and shared by all stakeholders.*
• *The curriculum design is ambitious and meets the needs of all pupils.*
• *The curriculum is sequenced based on research, best practice and experience*
• *Curriculum sequencing makes clear connections to other areas of learning (within the subject and outside).*
• *The curriculum is sequenced building in opportunities to develop reading, writing and numeracy, and cultural capital as appropriate.*
• *Curriculum sequencing ensures that all pupils/ have equal opportunities for success.*
• *Challenge is systemically built into sequences of learning in terms of the application of knowledge and skills.*
• *Formative assessment underpinning the sequencing is valid and reliable.*

CURRICULUM IMPLEMENTATION STRATEGY FOR SEND

Overall aim: teachers and other adults in school have equally high expectations of <u>all</u> pupils, including the most disadvantaged and more able, such that they all have their needs and aspirations met through the curriculum. RIGOUR & ROUTINES

Success criteria:
- *Effective quality first teaching ensures that the overwhelming majority of pupils can access learning with their peers the overwhelming majority of the time.*
- *Gender gaps, in all key stages/ are negligible or reducing significantly.*
- *DA Gaps in the performance of DA pupils and their cognitive peers, in all key stages/phases are negligible or reducing significantly.*
- *Gaps in the performance of SEND pupils and their cognitive peers, in all key stages/phases are negligible or reducing significantly.*
- *The performance of the more able is at least in line with national*
- *Interventions are used sparingly and delivered carefully with high impact.*
- *The differences in attainment between DA & NDA and between boys and girls in all measures are reduced at both ARE and GD*

IMPLEMENTATION OBJECTIVE: ACHIEVEMENT FOR ALL

Overall aim: … improve the opportunities, provision and outcomes for most able pupils, including most able boys and DA.

Success criteria:
- *Achieve the NACE Challenge award by July 2023*

ACTION AREA: PERSONAL DEVELOPMENT & CHARACTER EDUCATION

CONSISTENCY: EVERYONE, EVERY CHILD, EVERYDAY

IMPLEMENTATION OBJECTIVES				

PERSONAL DEVELOPMENT (PD) CURRICULUM

Overall aim: the PSHE RSE SMSC curriculum contributes positively to pupils' personal development, their preparedness for the future and their ability to make and sustain positive relationships in school and outside.

Success criteria:
- *The PSHE curriculum intent and sequencing is understood and shared with all stakeholders.*
- *The implementation of the curriculum is consistent for all pupils.*
- *Quality First Teaching and clear discussion routines contribute demonstrably to an inclusive and positive culture in lessons.*
- *Pupils understand how to keep themselves safe in different contexts.*
- *Pupils understand how to build and maintain positive relationships.*
- *Pupils contribute to the school and wider community*
- *Pupils understand British Values and demonstrate those in action.*
- *Pupils are ready for the next phase of their education.*

CHARACTER DEVELOPMENT

Overall aim: the school has a clear and consistent programme for character& resilience education.

Success criteria
- *Pupils are recognised for a range of character development activities.*
- *Pupils understands their strengths and weaknesses and show desire to improve on their weaknesses.*
- *Pupils are resilient, persevering and confident.*
Pupils are proud of themselves and their school.

Success criteria:
- *Pupils manage their time and resources well in lessons.*
- *Pupils ask for and accept help and advice (and act on it).*
- *Pupils use formative feedback to improve their work.*
Pupils listen and work well with others and on their own.

ACTION AREA: BEHAVIOUR AND ATTITUDES TO LEARNING

CONSISTENCY: EVERYONE, EVERY CHILD, EVERYDAY

IMPLEMENTATION OBJECTIVES

BEHAVIOUR MANAGEMENT & BEHAVIOUR IN LESSONS

Overall aim: staff use policies effectively and consistently to prevent and deal with poor behaviour.

Overall aim: lessons are not disrupted by poor behaviour – indeed they are enhanced by positives attitudes to learning.

Success criteria:
- *Low level poor behaviour is not tolerated.*
- *Quality First Teaching contributes demonstrably to an inclusive and positive culture in lessons.*
- *Pupils manage their learning well and appropriately independently.*
- *Stakeholders rate the behaviour in lessons & play positively.*
Stakeholders rate attitudes to learning in lessons positively.

ACTION AREA: SAFEGUARDING

CONSISTENCY: EVERYONE, EVERY CHILD, EVERYDAY

IMPLEMENTATION OBJECTIVES

ATTENDANCE & PUNCTUALITY OBJECTIVE

Overall aim: Absence is not a barrier to learning and progress
Our standards of attendance are maintained and improved through reduction in persistent absence.

Success criteria
- *Overall Attendance for all is in line with national. (3.9%)*
- *Gap reduced between FSM and non-FSM to become in line with national. (5.2% v 3.4%)*
- *Persistent Absence for all is in line with national (8.8%)*
- *Persistent Absence for boys is in line with national (9.0%)*

ANTI-BULLYING / EQUALITY OBJECTIVE

Overall aim: … the culture of bullying and harassment, including sexual harassment, not being tolerated is further embedded in the school.

Success criteria:
- *Staff, pupils, and parents are clear about the school's prevention and response strategies (Surveys 2022-23)*
- *Record keeping of incidents is robust (including for different types and groups) and consistent (on-going)*
- *SEF and inclusion monitoring show that responses are effective and repeat offenders are negligible (termly)*
- *Staff act to address non-inclusive language usage*
- *Staff are aware of how to report and act in relation to sexual harassment in schools.*

ACTION AREA: LEADERSHIP & MANAGEMENT

RAISING STANDARDS, REDUCING COSTS

IMPLEMENTATION OBJECTIVES				

EVALUATION AND ACTION PLANNING OBJECTIVE:

Overall aim: … all leaders (including LAB members) have an accurate understanding of the school's provision and quality of education and act effectively to secure further improvements.

Success criteria:
- *All staff aware of Continuous Improvement Strategy and how it can support them.*
- *SIP, PP, PESP established and moderated by Trust so that they set high standards.*
- *Monitoring of effectiveness of plans shows demonstrable impact in year.*
- *School evaluations from all leaders are accurate, judge impact of actions and identify ways forward.*
- *In year monitoring leads to effective interventions to lead change*
- *Minutes evidence governors understanding of strengths and weakness of school*
- *Governors regularly review impact of actions and question, support and challenge school leaders to promote accelerated progress in all areas*

STAFF DEVELOPMENT OBJECTIVE

Overall aim: … staff are effective and reflective practitioners who have developed a shared understanding of effective wider curriculum, including effective curriculum leadership

Success criteria
- *The school's CPD programme has a direct impact on standards of TL&A, behaviour and safety (Staff Survey)*
- *Appraisal/Performance Management has a direct impact on standards of TL&A, behaviour and safety (Staff Survey)*
- *Appraisal system in line with Trust formats and Trust wide – language.*

Develop a collaborative school wide learning culture so we are research engaged school.

EQUALITY, INCLUSION & DIVERSITY (EDI) OBJECTIVE

Overall aim: … school leaders ensure that the taught curriculum embraces EDI and supports the development of pupils KU of EDI

Success criteria:
- *The PSMSC curriculum delivers a spiralled concepts promoting EDI from the outset.*
- *The wider curriculum includes content from a range of world sources*
- *The content of the reading curriculum normalises a variety of EDI topics, e.g., hidden disabilities, same sex partnerships, blended families, culturally diverse characters and situations.*

VALUE FOR MONEY OBJECTIVE

OVERALL AIM: SCHOOL WILL SET AND RUN WITH A BALANCED BUDGET WHILST MAINTAINING STANDARDS.

Success criteria:

SEE BUDGET PLAN

IMPLEMENTATION OBJECTIVES				
COMPLIANCE OBJECTIVE **Overall aim: School is compliant with all Statutory Duties in all areas, including Website compliance, Health and Safety and GDPR.** *Success Criteria* • *Website evidences statutory documents* • *Published deadlines are met* • *Documents are updated in line with guidance from Gov.uk*				