

School Development Plan

Academic Year 2022-23



	<b><u>Strategic Improvement Plan</u></b> <b><u>5 Year overview</u></b>				
	22/23	23/24	24/25	25/26	26/27
Quality of Education/Teaching and Learning/Curriculum	<ul style="list-style-type: none"> <li>• Pedagogy, vision and teaching and learning practices are established</li> <li>• AfL runs throughout school professional development programme</li> <li>• National Literacy Hub Phonics Audit</li> <li>• The gap between school and national outcomes in Y1 phonics is reduced.</li> <li>• Teaching and learning of phonics is good across EY and KS1</li> <li>• Assessment for phonics is accurate and completed half termly</li> <li>• The gap between school and national in writing at the end of KS1 and KS2 is reduced.</li> <li>• Phonics outcomes at the end of Y1 are closer to national</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of teaching is good or better</li> <li>• Transforming Teaching Programme in place (1<sup>st</sup> Year)</li> <li>• AfL strategies well established across school</li> <li>• GLD is closer to national</li> <li>• The gap between national and school in reading, writing and maths at the end of KS1 is reduced further.</li> <li>• Further embed phonics scheme in school</li> <li>• Phonics outcomes at the end of Y1 are significantly closer to national</li> <li>• Summative and formative assessment processes and procedures are in well established and followed</li> </ul>	<ul style="list-style-type: none"> <li>• Rated Good by LA/Ofsted</li> <li>• At least 80% of teaching is consistently good or better</li> <li>• Transforming Teaching Programme in place (2<sup>nd</sup> Year)</li> <li>• AfL strategies well embedded across all year groups and subjects.</li> <li>• GLD is closer to national – close the gap further to National</li> <li>• Phonics Screening Check Results are in line with National Expectations</li> <li>• Outcomes for all pupils are in line with National for Reading, Writing and Maths</li> <li>• GDS is in line with National at the end of Y2 and Y6 in RWM</li> <li>• All teaching staff take ownership of their CPD and use this to make improvements to teaching and learning across school</li> <li>• A coaching and mentoring system is established across school</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• At least 90% of teaching is consistently good with 20% outstanding</li> <li>• A well-established and effective coaching and mentoring system is in place across school</li> <li>• All staff independently keep up to date with new educational practices/initiatives</li> <li>• All staff, including support staff, take ownership of CPD to improve practices across school</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of teaching is good with 40% outstanding</li> <li>• Rated outstanding by LA/Ofsted</li> </ul>

Leadership and Management	<ul style="list-style-type: none"> <li>Define roles and responsibilities – including line management/appraisal procedures/accountability</li> <li>Leading Together Programme in place in school (Summer Term – term 1)</li> <li>Development of rigorous monitoring cycle and processes across school</li> <li>AHT to begin NPQ Behaviour and Culture</li> <li>Investigate pastoral team support/development</li> <li>Literacy Hub detailed audit completed for phonics</li> <li>Literacy Hub Partner school – strengthen leadership of phonics and improve teaching of phonics</li> <li>Support for English development – English Adviser</li> <li>Subject leads to develop further knowledge through involvement in SCOS subject training and networks</li> <li>Health and safety audit to take place</li> <li>Network and IT audit to take place</li> <li>Governance review to take place</li> </ul>	<ul style="list-style-type: none"> <li>Leading Together Programme to continue (Term 2, 3, 4)</li> <li>Phase leaders in place in school</li> <li>2 leaders complete instructional coaching programme (4 month programme in line with Leading Together and Transforming Teaching)</li> <li>Health and safety audit actions completed successfully</li> <li>Network and IT actions completed successfully</li> <li>Actions from staff questionnaire addressed through working party</li> </ul>	<ul style="list-style-type: none"> <li>Rated Good by LA/Ofsted</li> <li>Leading Together Programme to continue (Term 5 &amp; 6)</li> <li>Instructional coaching in place in school to support staff with Teaching and Learning</li> <li>Staffing structure well established</li> <li>Well established and robust monitoring procedures in place</li> <li>Staff report high levels of wellbeing and work/life balance</li> </ul>	<ul style="list-style-type: none"> <li>Embedded CPD for middle and senior leaders – succession planning</li> <li>Embedded 'High Impact, Low Threat' monitoring in place which leads to continued improvements</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Rated outstanding by LA/Ofsted</li> </ul>
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## 1. Quality of Education

### 1a. Improve outcomes in Reading, Writing and maths at the end of KS1.

Lead Role: Jon Hadley/Leanne Doughty  
Link Gov:

#### Rationale:

- A number of staff changes, including maternity leave, have resulted in movement of year groups for some staff as well as the recruitment of new staff.
- Monitoring evidences that effective strategies for teaching and learning are not consistently used across the key stage.
- Monitoring evidences that assessment for learning is not always used well enough to inform next steps and planning.
- Outcomes at the end of KS1 were well below national in Reading, Writing and Maths – 60%, 17%, 55% compared to 68%, 59%, 70%
- The percentage of pupils (Y1&2) on track to meet age related expectations in reading, writing and maths is significantly lower than national averages.
- Leaders have identified the need for further CPD to address gaps in subject knowledge and pedagogical knowledge.
- LA Y2 Moderation for the academic year **21/22** were unable to validate all judgements due to lack of evidence in reading and maths
- Monitoring evidences the need to improve provision for pupils with SEND. Just over half of pupils with SEND made expected progress

**Success Criteria:**

- Monitoring evidences that the quality of teaching is at least good across the Key Stage in reading, writing and maths.
- Monitoring evidences that strategies for teaching and learning are consistent across the key stage.
- Learning journeys are planned in line with MTP
- Staff demonstrate a good understanding of the end of key stage Teacher Assessment Frameworks in reading, writing and maths
- Staff make good use of the exemplification materials to support their teaching
- All staff can identify improvements in their practice as well as areas for further development
- Monitoring evidences that modelling is used effectively by all adults to ensure children understand their learning.
- The percentage of pupils attaining ARE at the end of Y2 in reading, writing and maths is significantly improved from 21/22 and closer to national averages
- The percentage of Y1 pupil on track to attain ARE in reading, writing and maths is significantly improved form 21/22
- At least 85% of pupils make expected or better than expected progress in reading, writing and maths across Y1 and Y2
- Assessments are accurate and feedback is used effectively to improve pupil progress
- Monitoring evidences that pupils with SEND are provided with appropriate work
- Pupils with SEND make good or better progress from their starting points

**Intent**

- Improve the quality and consistency of teaching and learning in reading, writing, maths (KS1)
- Improve the use of AfL in R,W, M
- Improve the quality and consistency of summative and formative assessment

**1b. Improve outcomes in writing across school.**

Lead Role: Jon Hadley  
Link Gov:

**Rationale:**

- The percentage of pupils (Y1-5) on track to meet the expected level for writing (31%) at the end of 21/22 was significantly lower than the national average
- Monitoring evidences that there are some inconsistencies in the teaching of writing across school
- Currently no long-term plans or expectations for writing 'type' are established for staff to follow, as a result the quality of writing lessons is varied across school
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**Success Criteria:**

- Monitoring evidence that the teaching of writing is at least across the school
- Monitoring evidences that teaching and learning strategies for writing are used consistently across the school
- Clear and appropriately challenging long term plans are established and in place, followed by all staff
- Staff report that they are well supported by the subject lead
- Staff demonstrate a good understanding of the end of year expectations for writing in their year group
- Writing moderation evidences that the percentage of accurate assessment judgments in writing increases across the year
- At least 85% of pupils make the expected progress in writing

**Intent**

- To provide at least consistently good teaching in writing
- Improve the quality and consistency of summative and formative assessment in writing
- To improve pupils speaking and listening skills
- To improve provision in writing for more able pupils
- Provide an 'essential' writing curriculum and assessment for identified SEND pupils

**1. Quality of Education****1c. Improve provision in phonics so that all pupils make rapid and sustained progress which leads to improved outcomes in the phonics screening check at the end of Y1.**

Lead Role: Jodie Peach  
Link Gov:

**Rationale:**

- Phonics data over the last 3 years has been at least 10% below the national figure (21/22 58%)
- Monitoring of phonics across the 21/22 academic year identified inconsistencies in the teaching of phonics across the Early Years and KS1

- Monitoring of phonics was not regularly undertaken during the 21/22 academic year
- A new Synthetic phonics programme was introduced over the last 2 terms of 21/22
- No formal phonics assessments have been in place since the new phonics scheme has been introduced
- Confidence and experience in the teaching of phonics is varied across the phases
- Children enter school with low starting points and limited experiences
- 62% of the current Y1 left reception expected for word reading

**Success Criteria:**

- Monitoring evidences that teaching, learning and assessment of phonics is at least good across school
- Monitoring evidences that modelling is used effectively by all adults to ensure children understand their learning.
- Monitoring evidences that all adults have good subject knowledge in phonics
- Monitoring evidences that the application of phonics is seen across subjects
- Staff can identify improvements in their practice as well as areas for further development
- The number of pupils passing the Phonics Screening Check is significantly closer to national figures
- Half termly phonics assessments are in place and acted up on to ensure pupils access the right learning

**Intent**

- Ensure teaching and learning of phonics is well matched to need
- To provide at least consistently good teaching of phonics across school
- Ensure staff have secure understanding of phonics scheme
- Ensure staff have secure understanding of assessment of phonics

## 1. Quality of Education

### 1d. Embed the revised foundation curriculum ensuring that the quality of teaching and learning is consistent across subjects.

Lead Role: R. Houghton/Chris Mowen/Trevor Hyde/Tom Brown/Leanne Doughty  
Link Gov:

**Rationale:**

- Rood End is located in a low socio-economic area with high levels of deprivation
- Pupils and their families have limited experiences outside of school life.
- Revisions to the newly formed foundation curriculum have not yet been embedded
- Monitoring has highlighted the need for further professional development of staff in the foundation subjects
- Pupil conferencing evidenced that pupils' retention of prior knowledge is poor
- 35 % of pupils are eligible for Pupil Premium
- An increasing number of pupils are identified as vulnerable and are monitored/supported by school or outside agencies.

**Success Criteria:**

- Monitoring evidences that skills and knowledge from the Programme Of Study are being taught regularly and in line with Curriculum vision
- All foundation subjects have clear progression documents in place to support planning and delivery of curriculum content
- Planning evidences local, relevant content and is evidenced in pupils' books
- The curriculum ensures that pupils' experiences are widened and aspirations raised
- Pupil conferencing demonstrates that pupils enjoy learning and articulate their knowledge and understanding
- Cross curricular application of skills demonstrates age related expectations consistently
- Teaching in curriculum areas is judged as at least good in 100% of classes
- The range of wider curricular opportunities offered to pupils is broad
- At least 85% of pupils make at least expected progress in

**Intent**

- Ensure all foundation subjects meet the requirements of the national curriculum and the needs of the children at Rood End.

	<ul style="list-style-type: none"> <li>• Ensure staff understand the importance of retrieval practice in teaching and learning</li> <li>• Develop an assessment system that tracks pupils' progress and attainment</li> <li>• Improve the quality and consistency of summative and formative assessment</li> <li>• Ensure that the curriculum provides challenge</li> <li>• Ensure staff have sound and secure subject knowledge</li> </ul>
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## 1. Quality of Education

### 1e. Improve provision for the lowest 20% of pupils and those with SEND

Lead Role: Jon Hadley/Sam Billingham  
Link Gov:

#### Rationale:

- The percentage of pupils making expected or better than expected progress over the last academic year was low in reading, writing and maths
- Progress data shows there are inconsistencies across year groups for this group of pupils.

#### Success Criteria:

- At least 90% of pupils with SEND make better than expected progress based on their individual targets
- Identified pupils make better than expected progress narrowing the gap towards age related expectations.

#### Intent

- Improve provision for SEND pupils based on assessments.
- Improve accuracy of SEND assessments

## 2. Behaviour and Attitudes

### 2a. Take appropriate, swift and effective action to improve attendance and punctuality and significantly reduce persistent absence.

Lead Role: Julie Dodd/Jayne O'Neill  
Link Gov:

#### Rationale:

- 31.67% of pupils were Persistent Absentees during the 2021/22 academic year, this was more than 10% above the LA figure and an increase of more than 15% on 18/19 figure for school PA when it was 15.3%
- Attendance in 21/22 was 91.96% (below the LA figure)
- Half of pupils with EHCP's were persistently absent during 21/22 (over 15% more than the LA figure for this group)
- The lowest attendance figures for 21/22 were in Y1, Y2 and Y4 with almost half of these pupils persistently absent from school (Current Y2,3 &5)
- The main reasons for PA is prolonged periods of illness or extended holidays.

#### Success Criteria:

- Attendance is above 96%
- Attendance of non-disadvantaged pupils has improved across the academic year
- PA % for non-disadvantaged pupils has decreased and is closer to the National for this group
- Percentage of PA pupils has significantly decreased from last academic year
- Punctuality of identified pupils has improved across the academic year
- The number of pupils receiving an attendance award increases half termly.

#### Intent

- Further develop expectations for attendance and punctuality and communicate this to all stakeholders
- Ensure there are rigorous and robust procedures in place for term time LOA requests so there is a reduction in PA