



LABURNUM

PRIMARY SCHOOL & NURSERY

CHALLENGE • ACHIEVE • RESPECT • EFFORT

School Development Plan 2021-22

Whole School Priorities 2021-2022

PRIORITY 1: EARLY YEARS

Further improve provision in the early years by embedding the revised Statutory framework for the revised early years foundation stage.

PRIORITY 2: COVID RECOVERY (SEND FOCUS)

To further develop high quality expert teaching with a focus on the development of effective strategies to address the needs of pupils with Special Educational Needs and Disabilities (built on evidence-informed understanding of effective teaching and how pupils learn).

PRIORITY 3: CURRICULUM DEVELOPMENT

To further develop curriculum leadership, developing subject leaders with high levels of relevant expertise and ensure that the well sequenced knowledge led curriculum is appropriately adapted (due to the COVID-19 pandemic), monitored and underpinned by effective pedagogy.

PRIORITY 4: BEHAVIOUR, PERSONAL DEVELOPMENT & WELLBEING

To ensure a whole school approach to mental health and wellbeing provides staff and pupils with resources and strategies to support them to remain mentally healthy.

SCHOOL CONTEXT

- Laburnum Primary School is a one form entry Local Authority maintained foundation primary school, with a nursery class. We work in a mutually supportive way with other schools in our locality, sharing resources and expertise where possible and ensuring that transition between schools is successful.
- Laburnum holds the Values-based Education Quality Mark and in recognition of our commitment to a broad and balanced curriculum and the value that we place on music, we have been nominated by the Inspiring Music, music hub for the second consecutive year to be a Music Mark school. In 2019 we achieved the School Games Bronze Award and when restrictions allow, will be working towards achieving the Silver Award. We are proud to be a partner school for the 'Need Project' a local charity that provides food and resources to families that need them most.
- Since extending from a Lower to a Primary School in September 2018, the Number on Roll has steadily increased, from 180 in January 2017, to 232 in November 2021. The growth in roll is largely due to increasing the age range to incorporate a class each of Year 5 and Year 6, but is also as a result of an increase in the number of parents choosing a Nursery place at Laburnum.
- Although Laburnum has 12 out of 17 possible ethnic groups, there is a lower than average number of pupils from minority ethnic groups (13.1% compared to 33.9% nationally). 86.9% of pupils are from White British backgrounds. The number of EAL children grew from 1.7% (2017) to 7.5% (2019), but us still well below the national average in Primary Schools of 20.9%.
- The proportion of pupils on the SEND register is above average at 24% and has increased from 12.2% (average) in January 2017 and 18.8% in January 2019. The increase is largely as a result of an increase in prevalence of SEMH needs and diagnosed conditions such as ADHD and ASD and is reflective of a change in intake and in year transfers from other schools. 3.4% of children (8/232) have an Education, Health and Care Plan, which is above the January 2019 national average of 1.6%, when the school had 0% EHCPs.
- The school has a greater than average number of pupil premium children at 24%, an increase from 21.5% in January 2019 and 19.6% in January 2018.
- 2020-21 Attendance Data:

Overall Attendance:	94.7%	Authorised absence:	4.73%	Unauthorised absence:	0.56%	Pupils persistently absent:	4.6%
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Ofsted Recommendations Last Inspection (short inspection) June 2017 Graded "Good"

- Leaders and those responsible for governance should ensure that:
- they increase the proportion of pupils who reach the higher standard in writing and mathematics so it is at least in line with national averages in key stage 1.
 - children, in particular boys, in early years develop appropriate letter formation and practise their handwriting, so they can make even better progress in writing
 - they continue to develop the curriculum for mathematics so that pupils have more opportunities to use, apply and master their skills in key stage 2.

Objectives for the Year	July 2022 Success Criteria: <i>This will be achieved when:</i>
<p>PRIORITY 1: EARLY YEARS Further improve provision in the early years by embedding the revised Statutory framework for the revised early years foundation stage.</p> <p>Key Personnel:</p> <ul style="list-style-type: none"> ▪ Head Teacher ▪ EYFS Leader ▪ EYFS Teachers and Teaching Assistants 	<ul style="list-style-type: none"> ▪ Observations and moderation show that the new Early Years Framework, Development Matters Curriculum Guidance and assessment procedures have been implemented consistently. ▪ All adults in the EYFS unit have consistent approaches to intervention and interaction with children. ▪ Observed lessons (formal and drop-ins) demonstrate a consistency in approaches/resources and strategies. ▪ The quality of education in Early Years is judged to be consistently good (using a range of evidence including standards, work in books and direct observation of teaching). ▪ Children make good progress in the EY and this can be demonstrated using on entry and exit data. ▪ Moderation demonstrates accurate assessment against the revised ELGs. ▪ Early intervention is helping to diminish the difference between disadvantaged pupils and their peers. ▪ All subject leaders can articulate how their subject relates to the revised EYFS curriculum.
<p>PRIORITY 2: COVID RECOVERY (SEND FOCUS) To further develop high quality expert teaching (built on evidence-informed understanding of effective teaching and how pupils learn), with a focus on the development of effective strategies to address the needs of pupils with Special Educational Needs and Disabilities</p> <p>Key Personnel:</p> <ul style="list-style-type: none"> ▪ Head Teacher / Deputy ▪ Team Leaders ▪ Class Teachers 	<ul style="list-style-type: none"> ▪ Target setting is ambitious & targets attainment at ARE and GD for each cohort to be at least in line with the cohort's 2019 prior attainment. ▪ The RADY approach is used to effectively target high expectations for disadvantaged pupils in all cohorts. ▪ Teachers have embedded Rosenshine's Principles in their practice to support planning, teaching and learning ▪ Through effective high quality CPD all teachers have developed an understanding of metacognition and self-regulated learning and why it is important. ▪ Teachers have begun to develop and refine approaches to embedding metacognitive strategies in the classroom. ▪ All pupils make good progress in their learning behaviour and learning across the academic year. ▪ All teachers are able to evidence strategies used to target and support pupils to make accelerated progress. ▪ All teachers are able to evidence the use of effective strategies to promote inclusion and address the individual needs of pupils with SEND. ▪ There is clearly documented evidence of the impact of targeted resources (e.g. Catch up fund, Pupil Premium Grant) ▪ The quality of education in each year is judged to be consistently good (using a range of evidence including: discussion with teachers, pupil voice, standards, work in books and direct observation of teaching).

PRIORITY 3: CURRICULUM DEVELOPMENT

To further develop curriculum leadership, developing subject leaders with high levels of relevant expertise and ensure that the well sequenced knowledge led curriculum is appropriately adapted (due to the COVID-19 pandemic), monitored and underpinned by effective pedagogy.

Key Personnel:

- Head Teacher
- Deputy Head / Assessment Lead
- Team Leaders
- Subject Leaders
- Class Teachers

- Senior leaders:
 - have ensured subject leads have sufficient time, capacity and challenge to develop their role, monitor their subject and support colleagues in addressing areas of development.
 - have lead relevant CPD to support all class based staff in identifying adaptations and developing practice.
 - model teaching and leadership expectations on curriculum adaptation and pedagogy to improve learning.
 - consider how the systems of the school support development of subject leadership (e.g. appraisal, development planning, leading governor visits).
- Teaching staff:
 - can articulate progression in knowledge and deliberate choices in curriculum design for all subjects taught.
 - have embedded recovery strategies to accelerate progress, such as whole class guided reading, additional maths fluency sessions, additional phonics/SPAG.
 - have embedded the use of the 'Bug Club' Systematic Synthetic Phonics Programme and this has been evaluated through an analysis of outcomes / pupil progress
 - teachers in Reception, Year 1 and Year 2 have developed the teaching of number fluency and this has been evaluated through an analysis of outcomes / pupil progress
- Subject leaders:
 - can articulate progression in knowledge and deliberate choices in curriculum design across all years for all subjects led.
 - use their time effectively to find out more about curriculum implementation and evaluate their findings.
 - prioritise key actions into a subject action plan.
 - gather evidence about the impact of the curriculum on pupils' long-term learning.
 - develop their subject expertise through access to professional networks and communities, engagement with research and CPD (e.g. Ofsted research reviews and webinars)
- Governors:
 - have been involved alongside SLs in evaluating the impact of the curriculum offer on pupils' learning.

PRIORITY 4: BEHAVIOUR, PERSONAL DEVELOPMENT & WELLBEING

To ensure a whole school approach to mental health and wellbeing provides staff and pupils with resources and strategies to support them to remain mentally healthy.

Key Personnel:

- Head Teacher
- Deputy Head / Designated Mental Health Lead
- Team Leaders
- Subject Leaders
- Class Teachers
- Support Staff

- Feedback from staff shows that they have felt safe and well supported over the course of the year, they knew what sources of support were available to them and that workloads were manageable.
- Feedback from pupils shows that they have felt safe and that they had adults they felt comfortable talking to if they had a problem.
- Evidence from learning walks shows that pupils are engaged in their learning and that the PSHE curriculum has been given priority.
- Referrals to outside agencies in relation to mental health and wellbeing and the SEMH needs of pupils of the SEND register result in further diagnosis, expert guidance from specialists and advisory teachers and tangible strategies for staff to use in school that have a positive impact on SEMH provision for the individuals with the highest level of need.
- The school has a 'qualified' Designated Mental Health Lead who has the knowledge and expertise to provide support, guidance and signposting to further sources of support, to all groups across the school community.
- As a result of effective group and individual strategies being implemented (alongside consistent use of restorative approaches) analysis of the behaviour log demonstrates a reduction in escalations to more major breaches of the behaviour code.