



# LABURNUM

PRIMARY SCHOOL & NURSERY

CHALLENGE • ACHIEVE • RESPECT • EFFORT

## School Development Plan Summary 2022-23

### Whole School Priorities 2022-2023

#### PRIORITY 1: BEHAVIOUR

Embed a culture of self-regulating pupils who consistently meet our high expectations for conduct within learning and play spaces.

#### PRIORITY 2: COVID RECOVERY

To further develop high quality expert teaching of core subjects (built on evidence-informed understanding of effective teaching and how pupils learn).

#### PRIORITY 3: CURRICULUM DEVELOPMENT

To develop and embed an effective, informative and diagnostic curriculum assessment system that informs and improves high quality expert teaching.

#### PRIORITY 4: ATTENDANCE

Further embed effective attendance tracking and accountability procedures to improve whole school attendance to pre-COVID levels and reduce the number of persistent absentees to at least national averages.

## 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.
- 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 third consecutive year to be a Music Mark school. We also hold the Values-based Education Quality Mark. In 2019 we achieved the School Games Bronze Award and are working towards achieving the Silver Award this academic year. We are proud to be a partner school for the 'Need Project' a local charity that provides food parcels 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 213 in September 2022. The growth in roll is largely due to increasing the age range to incorporate a class each of Year 5 and Year 6.
- Although the children at Laburnum come from 14 different ethnic groups, there is a lower than average number of pupils from minority ethnic groups (17.1%). 82.9% 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 29.4% and has increased from 12.2% (average) in January 2017, 18.8% in January 2019 and 24% in September 2021. 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. 3.7% of children (8/217) have an Education, Health and Care Plan, which is above the January 2019 national average of 1.6%, when the school had 0% EHCPs. An additional 2.3% of children are awaiting EHCP needs assessment / finalisation which will bring the total proportion of pupils with an EHCP to 6%.
- The school has a greater than average number of pupil premium children at 25%, an increase from 21.5% in January 2019 and 19.6% in January 2018.
- 2021-22 Attendance Data:

<b>Overall Attendance:</b>	93.1%	<b>Authorised absence:</b>	6%	<b>Unauthorised absence:</b>	0.9%	<b>Pupils persistently absent:</b>	29%
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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 2023 Success Criteria: <i>This will be achieved when:</i>
<p><b>PRIORITY 1: BEHAVIOUR</b>  <b>Embed a culture of self-regulating pupils who consistently meet our high expectations for conduct within learning and play spaces.</b></p> <p><b>Key Personnel:</b></p> <ul style="list-style-type: none"> <li>▪ Head Teacher (BB)</li> <li>▪ All Staff</li> </ul> <p><b>Link Governors:</b></p> <ul style="list-style-type: none"> <li>▪ Sophie Adams</li> </ul>	<ul style="list-style-type: none"> <li>▪ Whole School Consistencies of Practice have been agreed and understood by all staff.</li> <li>▪ Restorative approaches (RA) are being taught proactively as part of the curriculum.</li> <li>▪ Monitoring shows that these agreed Consistencies of Practice are being used consistently, equitably and effectively.</li> <li>▪ Leaders are modelling and promoting whole school systems and approaches consistently across the school.</li> <li>▪ Teachers are modelling and promoting whole school systems and approaches consistently within their classroom.</li> <li>▪ Feedback from pupils shows they have a good understanding of RA.</li> <li>▪ Recording systems show a reduction in more significant incidents of unacceptable behaviour.</li> </ul>
<p><b>PRIORITY 2: COVID RECOVERY</b>  <b>To further develop high quality expert teaching of core subjects (built on evidence-informed understanding of effective teaching and how pupils learn).</b></p> <p><b>Key Personnel:</b></p> <ul style="list-style-type: none"> <li>▪ Head Teacher (BB)</li> <li>▪ Deputy Head Teacher (MD)</li> <li>▪ EYFS Lead &amp; SENDCo (SB)</li> <li>▪ All Class Teachers</li> </ul> <p><b>Link Governors:</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ The quality of teaching is consistently good across the school, focusing in particular on the impact on disadvantages learners. Where teaching is not as good in identified places, there are effective plans which will bring about improvements.</li> <li>▪ The majority of pupils make good progress in their learning behaviour and learning across the academic year, gaps between PP and non PP in both aspects are diminishing because PP learners are catching up with their peers.</li> <li>▪ Through effective high quality CPD all teachers have developed an understanding of metacognition and self-regulated learning and why it is important.</li> <li>▪ Teachers have begun to develop and refine approaches to embedding metacognitive strategies in the classroom. They understand the extra steps that may be needed to support some pupils in metacognition and self-regulation.</li> <li>▪ The majority of pupils are on track to meet age-related expectations.</li> <li>▪ Attainment at the end of EYFS is at least in line with national averages.</li> <li>▪ Outcomes in Y1 phonics are in line with the national average.</li> <li>▪ Attainment at the end of KS1 at least in line with national averages.</li> <li>▪ Attainment at the end of KS2 in each core area (R, W, M, GPS, Sc) is 70% at the expected level or above.</li> <li>▪ Monitoring of teaching and learning has provided evidence of a positive impact on the engagement and learning of all pupils, with a focus on pupils who are disadvantages and/or SEND.</li> <li>▪ All teachers have engaged in lesson study or peer coaching focused on classroom pedagogy.</li> <li>▪ Teachers can clearly articulate the impact of this CPD programme on their pedagogy.</li> </ul>

**PRIORITY 3: CURRICULUM DEVELOPMENT**

To develop and embed an effective, informative and diagnostic curriculum assessment system that informs and improves high quality expert teaching.

**Key Personnel:**

- Head Teacher (BB)
- Deputy Head / Assessment Lead (MD)
- EYFS Leader (SB)
- All Subject Leaders
- All Class Teachers

**Link Governors:**

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- All class teachers understand assessment processes and how they are used to inform ongoing teaching and learning.
- There is consistency in the use of assessment materials and approaches used across the school
- Assessment judgements across the curriculum are accurate and consistent, with a particular focus on foundation subjects.
- Assessment judgements across the curriculum are effectively used to inform ongoing teaching and learning / retrieval practice across the school.

**PRIORITY 4: ATTENDANCE**

Further embed effective attendance tracking and accountability procedures to improve whole school attendance to pre-COVID levels and reduce the number of persistent absentees to at least national averages.

**Key Personnel:**

- Head Teacher (BB)
- Attendance Lead (MD)
- Attendance administrator (MCo)
- School Attendance Officer

**Link Governors:**

- Sophie Adams

- Robust and consistent systems/processes to track, monitor, inform and address attendance issues have been established and are embedding.
- Robust attendance procedures identify and address issues, with a particular focus on vulnerable groups (Disadvantages, SEND, Travellers)
- The school has regular contact and support from the LA attendance officer assigned to the school and this support is used to reinforce and address attendance concerns.
- Home school communication regarding attendance promotion and issues is increased and effective.
- Whole school attendance is increased to at least, pre-pandemic levels and the percentage of persistent absentees is reduced in-line with national averages.