



LABURNUM

PRIMARY SCHOOL & NURSERY

CHALLENGE • ACHIEVE • RESPECT • EFFORT

School Development Plan Summary 2020-21

Staff, Subject Leaders are all involved in the SDP process: they write action plans to contribute to the process; parent views are sought in parent questionnaires; pupils' views are sought through class discussion and School Values Council meetings; Governors are involved in the strategic process and whole school priorities are formulated.

Whole School Priorities 2020-21

PRIORITY 1: EARLY YEARS

Further improve provision in the early years with the 'early adoption' of the Statutory framework for the revised early years foundation stage.

PRIORITY 2: OUTCOMES FOR ALL

Secure and sustain high quality provision during the pandemic.

PRIORITY 3: CURRICULUM & PEDAGOGY

Ensure the well sequenced knowledge led curriculum is appropriately adapted (due to the COVID-19 pandemic), monitored and underpinned by effective pedagogy.

PRIORITY 4: BEHAVIOUR & WELLBEING

Secure pupil and staff wellbeing during the pandemic.

Objectives	Success criteria: <i>This will be achieved when:</i>
<p>PRIORITY 1: EARLY YEARS</p> <p>Further improve provision in the early years with the 'early adoption' of the 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 <p>Link Governors:</p> <ul style="list-style-type: none"> ▪ Pauline Duncombe & Claire Wells 	<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. ▪ Moderation demonstrates accurate assessment against the revised ELGs. ▪ 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. ▪ Early intervention is helping to diminish the difference between disadvantaged pupils and their peers (refer to IDACI). ▪ All subject leaders can articulate where their subject features in the new EY curriculum.

Objectives	Success criteria: <i>This will be achieved when:</i>
<p>PRIORITY 2: OUTCOMES FOR ALL Secure and sustain high quality provision during the pandemic.</p> <p>Key Personnel:</p> <ul style="list-style-type: none"> ▪ Head Teacher / Deputy ▪ Team Leaders ▪ Class Teachers <p>Link Governors:</p> <ul style="list-style-type: none"> ▪ Nigel Tingey & Pauline Duncombe 	<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 prior attainment. ▪ Target setting and ongoing pupil progress meetings effectively identify pupils most in need of intervention / targeted support. ▪ The RADY approach is used to effectively target high expectations for disadvantaged pupils in all cohorts. ▪ All teachers are able to evidence strategies used to target and support pupils to make accelerated progress. ▪ There is clearly documented evidence of the impact of targeted resources (e.g. Catch up fund, Pupil Premium Grant) ▪ All pupils make good progress in their learning behaviour and learning from the September 2020 baseline. ▪ Priority Year Group: Year 1 pupils make good progress in their learning behaviour and in their learning (including phonics) from the September 2020 baseline. ▪ Feedback from Year 6 pupils shows that they were well prepared for the transition to secondary school. ▪ There is positive feedback from parents about home learning and they have felt well informed and supported. ▪ 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).

Objectives

PRIORITY 3: CURRICULUM & PEDAGOGY

Ensure 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

Link Governors:

- Jean Andrews

Success criteria: *This will be achieved when:*

- Senior leaders:
 - 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.
- 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, are embedded in practice by all teachers.
 - are embedding Rosenshine's Principles into practice to support planning, teaching and learning (evidence includes a range of evidence including: feedback from CPD meetings, discussion with teachers, pupil voice, standards, work in books, discussion regarding lesson design/planning, and direct observation of teaching).
- Subject leaders:
 - can articulate progression in knowledge and deliberate choices in curriculum design across all years for all subjects led.
 - have adapted assessment statements to match the schools' curriculum plan to enable teachers to record assessments across subject areas more effectively.
 - have provided support for class teachers to reduce curriculum demands in order to support progress and recovery in core subjects (due to COVID-19 Pandemic).
 - can demonstrate how the curriculum has been reviewed and adapted to enable pupils to be 'back on track' by 2021.
- Governors:
 - have been involved alongside SLs in evaluating the impact of the curriculum offer on pupils' learning.

Objectives

PRIORITY 4: BEHAVIOUR & WELLBEING
To secure pupil and staff wellbeing during the pandemic.

Key Personnel:

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

Link Governors:

- Sophie Adams & Claire Wells

Success criteria: *This will be achieved when:*

- 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.
- The analysis of behaviour incidents shows consistent use of restorative approaches and a reduction in escalations to more major breaches of the behaviour code.