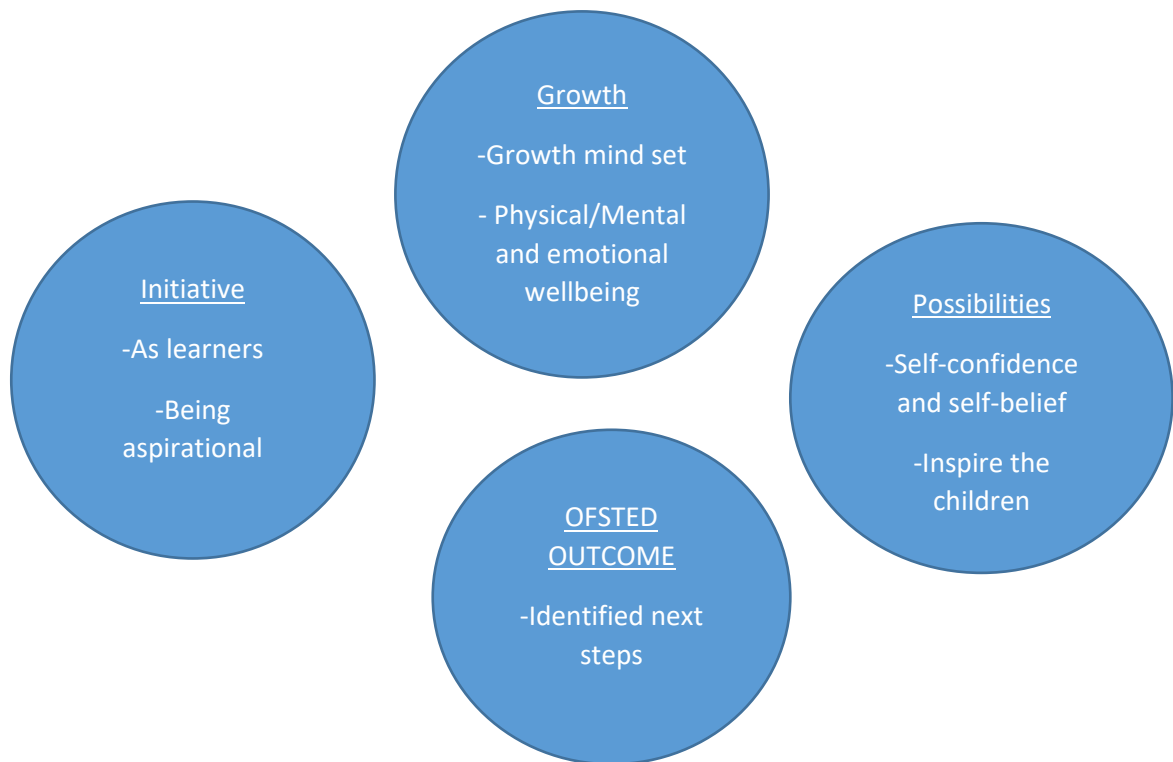




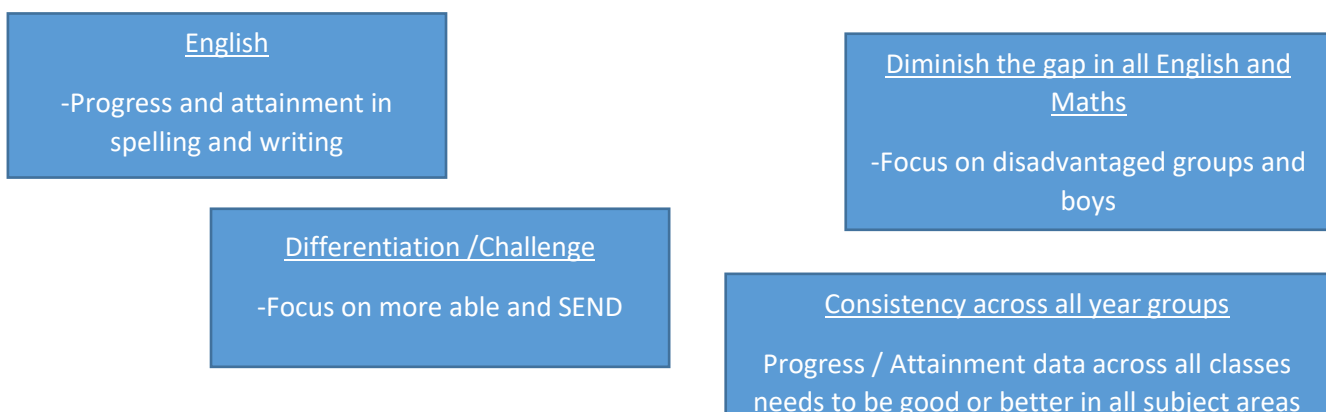
SDP Planning Document

This document summarises our SDP priorities that will form our School Development Plan which will be published in September. We have consulted with staff, governors, children and parents and have used this information to write the key aspects to the SDP for 2019/2020.

Main drivers for the school - identified by staff and parents



Main drivers from data analysis



Summary of key aspects to be included in the School Development Plan 2019-2020

Quality of Education/ Leadership and management

Outside learning and the use of the outside learning environment in everyday teaching

- Outside resources for EYFS/KS1
- Use of outside environment for learning across the school
- Outside classroom /learning spaces to be installed
- Train staff to lead outside learning.

Embed Writing initiatives from this year

- Talk 4 writing structure used in English lessons
- New literacy spine across the school
- Embed teaching strategies
- Introduce writing target cards for children

Introduce spelling scheme to close the gap in spelling attainment and to ensure it is delivered consistently and progressively across all year groups

- No Nonsense spelling scheme

Implement new curriculum across the school to ensure learning is embedded and children have the opportunity to go deeper with their understanding and development of skills in all areas of the curriculum.

- Raise profile of sport across the school
- Make more links with the local community
- Invite in inspiring visitors and organise experiences that raise the aspirations of the children
- Identify and meet the needs of children who excel at specific areas of the curriculum
- More enrichment opportunities each term across the curriculum

Enhance use of Target Tracker in assessment of and for learning

- Differentiation and targeted teaching specifically planned to meet the need of learners, in all lessons
- Tracking of intervention groups using the Target Tracker system

Embed and further develop effectiveness of teaching and learning, so outcomes are consistently good or better

- Working walls for English and Maths to be used consistently in all classrooms
- Consistency across weekly timetables – set time for PSHE and meditation daily
- Challenge and differentiation is highly effective so all groups of children make at least expected progress
- SEND provision in lessons is effective and well planned so that SEND children meet their individual targets termly
- Disadvantaged children achieve as well as or better than peers
- The gender gap is diminished across all subjects
- Attainment and progress across Reading and Writing and Maths is consistent across the school and in line with or better than national results

Introduce Tapestry observation system in EYFS

- Enable more parental involvement in assessment

New staffing structure implemented

- Support staff now in every class for core lessons, to ensure starting points in lessons meet all learners' needs
- Higher expectations/ higher accountability of support staff
- Two Assistant Head teachers appointed from September

Enhance and enrich the quality of teaching and learning in foundation subjects so that children meet ARE or exceed and can be set appropriate targets

- New curriculum implemented
- MFL specialist for PPA to teach Spanish to years 2 to 6 weekly
- Introduction of the teaching of instruments: Recorder in Year 2 and Ukulele in Year 4
- Using the skills of existing staff to deliver subject specialism across the school e.g. gymnastics

To achieve excellent in our next SIAMS inspection

- Set up a working group
- Staff training in new framework

Governors

- Implement flat structure and allocate roles to support the SDP
- Hold leaders to account / Governors have an accurate understanding of the quality of education at the school
- Implement governor action plan

Implement new leadership structure of two Assistant Headteachers

- Senior leaders to lead an area of the School Development across the school
- Develop middle leaders – succession planning to increase leadership capacity
- Higher accountability for leaders
- Introduce Triad CPD model across the school – training in coaching

Increase range and uptake of after school clubs for all ages

- Move to new system from September
- Club initiative to be launched in September

Increase parental engagement in supporting learning and school events

- New PTA structure and way of operating to reduce workload for volunteers and to encourage more parents to support when they can.
- Events for the year planned well in advance to encourage higher parental involvement
- Payment schedules set up to spread the costs
- Increase in parent volunteers in school
- Improve attendance across the school
- Yearly plan for parent workshops in how to help your child with their learning in phonics, reading, writing and maths
- Investigate the new parent App, as a method of communication to reach all parents to increase parental support with learning and events
- Introduce marketing team made up of parents and staff to raise the profile of our school and our events

Behaviour and Attitudes/ Personal Development

Introduce Growth Mind Set across the school

-Implement whole school approach

Embed the Circle of Friends intervention to support children with friendship needs

Increase ELSA and HSLW hours so that more children and parents can access these.

Implement new PSHE scheme and increase time for wellbeing each day

-Daily PSHE (physical, social, emotional and mental health)

-Daily mindfulness

-Weekly art for wellbeing across variety of subject areas.

-Achieve Silver award for Healthy Schools.

Introduce St Mary's pets! We plan to have a bunny zone in early Autumn!

To be more active in the local community, to support families effectively and in a timely way, to support children's emotional and academic needs

-Working with Family Support Workers and St Mary's Community Centre

-Creating links with the Family Resilience team to be able to offer our families services within school. Working explicitly in partnership with families through multi-family systemic groups in school throughout the school year, pupils identified by teachers

-Introduce well-being ambassadors at school (pupils) providing support to other pupils

-Greater parental engagement within the school community through a range of school-based programs of activity

-Offering workshops – guidance to parents to support child's mental, physical and emotional health

-Work towards achieving the Wellbeing Award in school

-Increased awareness of young carers within school; obtaining and maintaining Angel Award

-Providing training to members of staff to increase awareness of mental and emotional health issues and preventative measures