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**POTT SHRIGLEY CHURCH SCHOOL – SCHOOL DEVELOPMENT PLAN 2022 - 2023**

**Headteacher- Anne-Marie Willis**

*‘Be kind and compassionate to one another, forgiving each other,*

*just as in Christ, God forgave you”*

*Ephesians 4:32*

**The Key Priorities**

In summer term one, JB conducted a book scrutiny with Gill Barker as part of the SIP visit and staff also looked at science books. The results of the book scrutiny with Gill revealed that there were areas for development such as more challenge for able children and consistency in the marking – please see SIP report for full details. It also prompted a discussion about sticking paper on paper in books rather than using folders and the environmental impact of this alongside how it looks in books.

During the science book look we decided the format we had been given by an ‘expert’ wasn’t fit for purpose and staff agreed that making a bespoke pro forma should be an action on next year’s action plan. We also saw that the amount of work in books confirmed our decision that more time was needed for teaching science. We agreed that there could be more time for writing and maths in science which should start to become more evident as time progresses.

IMPACT – targets identified and shared with staff re work in books, discussed at a staff meeting in summer 2. Work will be marked more consistently across school according to the marking policy. Work will be presented uniformly and with less paper used. Subject leaders are aware of strengths and weaknesses in their subject area.

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| **Target 1 – Behaviour and Attitudes**  ***Monitor and teach for the mental health and wellbeing of all pupils (especially those new to our school community).***  ***Monitor and cater for well-being of staff.*** |
| **Target 2 –Quality of Education**  ***Plan and deliver a bespoke curriculum in line with current guidelines.*** |
| **Target 3 – Quality of Education**  ***Maths***  ***Work for an improvement in progress and attainment especially the outcomes for vulnerable cohorts and children most affected by lockdowns i.e. current year 1 and year 3*** |
| **Target 4- Quality Of Education**  ***Develop delivery of reading to increase reading for pleasure and knowledge***  ***Develop systematic delivery of phonics across EYFS and KS1.*** |
| **Target 5- Personal Development**  ***Develop the school vision and values (Christian distinctiveness) with regard to preparing for SIAMS inspection.*** |
| **2022 – 2023 Target**  ***Improve standards in writing.*** |

**Target 1 *Monitor and teach for the mental health and wellbeing of all pupils (especially those new to our school community).***

***Monitor and cater for wellbeing of staff.***

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| **Where are we now…** | **Success Criteria…** |
| * to be well supported in home schooling and this had a beneficial impact on the children. * The SENCO has responsibility for overseeing the mental health of children in school. * Staff mental health is consistently monitored in an informal way and is a target on a senior teacher’s performance management. * Year 1,2 and 3 are vulnerable cohorts in terms of mental health and special needs. One child in reception has also presented with SEND. | * Interventions have an observable and potentially measurable impact on children’s mental health and ability to access all areas of school life. * Children are able to interact successfully with peers and manage disagreements as a result of recognising their own emotions. * Children are equipped with strategies to deal with extreme emotions/overwhelming feelings. * Children are able to achieve their potential and reach age related expectations. * Staff are healthy and continue to manage their work life balance. |

| **Start date** | **Target**  **1** | **Actions to achieve target position** | **IMPACT** | **Persons responsible** | **Resources & costs** | **Monitoring Person and Method** |
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| November 2022 | Children are able to identify different emotions and have strategies to deal with negative emotions.  Children know when and who to ask for help. | 1. One-to-one tutoring for PP child in need of nurture work. 2. Introduce the Zones or Regulation for all children | Children are emotionally literate and can use a range of strategies to deal with problems or big feelings to self-regulate.  They can also help their friends to manage emotions.  This will enable them to better access their learning and enjoy socialising with friends. | JT | Staff training | Headteacher & JT  Observation of group  Pupil Voice  **AMW looked closely at PP/SEND provision and identified training needs and streamlined intervention.** |
| September 22 | To further develop the provision of PSHE | 1. Develop a 2 year rolling programme using the outcomes from the PSHE Association 2. Timetable weekly PSHE lessons including statutory RHE curriculum | Provision of PSHE is high quality and teaches children about mental and emotional well-being. | Headteacher | Possible membership to PSHE Association/ similar PSHE platform to ensure updates | Headteacher & JT  **AMW to look at whole curriculum provision.**  **Need to embed PSHE and Christian values across the whole curriculum** |
| January 2023 | Meet the sensory processing needs of children with ASD and similar issues, to tackle negative physical behaviour at playtimes. | 1. Lego therapy/sensory circuits to be incorporated into class 2 and 3 timetable at a suitable time. 2. All classes to display visual timetable 3. Ensure the learning environment is autistic friendly- low stimulation, less clutter- starting with Class 1 | Children’s sensory needs met allowing them to participate at playtime without hurting other children.  Children are better able to focus on their learning in class if their sensory needs are met. | JT | Class teacher to manage timetable | JT and Headteacher  Pupil Voice  Staff on duty observations  **AMW and RM designed and implemented a sensory area for all children. Ensured pupil voice, PTA and all staff were involved.** |
| September 2021  ongoing | Improve staff expertise in SEND particularly ASD and speech and language development. | 1. Staff CPD on attachment/autism/speech and language etc etc Delivered during staff meetings and in PPA time. 2. Participate in *Nuffield Early Language Intervention* (signed up in June 2021, programme to start in Autumn 2021) | Staff are confident in meeting the needs of children with SEND. Our school meets the needs of the numerous children who have ASD attending our school.  Children with SEND are able to thrive and progress and gain confidence.  Early language expertise - JT.  Children’s language development accelerated. | JT | No cost | JB  Staff meetings  Online monitoring of *Nuffield* programme  **AMW working closely with SENCO to identify needs. Establishing clear procedures and communication with the whole school team.** |

**Target 2 Quality of Education**

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| **Where are we now…** | **Success Criteria…** |
| * Staff have areas of the curriculum to lead * Whole school topic cycle initiated for current year group configuration. * Children are tracked for attainment at the end of every term and school year. * Progress is discussed in Pupil Progress meetings at the end of every term and notes taken. This needs to be collated more formally. * Children are constantly assessed through ASFL and through summative assessments at the end of units of work and termly. * Curriculum is taught in a cross curricular way and includes practical work and LOTC whenever possible. | * Tracking system for attainment and progress embedded into assessment cycle. Children’s progress measured from year group to year group. * Subject leaders have monitored teaching and learning/children’s achievements in their subject area and have evidence to support their conclusions. * Subject leaders have a clear understanding of children’s progress and attainment in their subject. * Children are accessing the curriculum at age related expectations and have access to a broad and rich curriculum encompassing all NC subjects in addition to wider experiences through LOTC. |

| **Start date** | **Target**  **2** | **Actions to achieve target position** | **IMPACT** | **Persons responsible** | **Resources and costs linked to finances** | **Monitoring Person and Method** |
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| Core subjects  September 2022  Foundation subjects  January 2023 | **Subject leaders understand progress and attainment in their subject and have evidence for this.**  NB All staff have three subjects to co-ordinate. We will focus on one core and one foundation subject each this academic year.  Continue with this target | 1. Develop a subject leader file. 2. Staff to monitor teaching and learning in their subject. 3. Devise a system for assessment of subjects. 4. Track progress and attainment through collection of end of year data in selected subjects.   Unit covers for Foundation Subjects and Science  Include Progression documents for each subject | Children make progress in a wide range of subjects and this is monitored and valued by all staff and pupils. | Subject leaders | Subject leadership time – supply cover required | JB  Monitor data  **AMW to work closely with RM to produce a progressive and linked curriculum across all subjects.**  **RM to attend training through the LA for history and geography in spring 2** |
| September 2021 | All NC subjects delivered coherently building on previous learning. | Development of topic cycle in line with curriculum intent.  Continuous evaluation of the implementation of the topic cycle to maintain impact on children’s learning. | Topics are relevant and fulfil requirements of NC.  Children engaged in learning and making good progress. Skills, knowledge and understanding are embedded and built upon. | JB and all staff | Staff non-contact time | JB  Book scrutiny  Pupil Voice  **AMW to work closely with RM to produce a progressive and linked curriculum across all subjects. Topic cycle to ensure all NC objectives are met in all year groups.** |
| September 20201 | Work with colleagues in Kettleshulme to develop expertise in subject area.  Share resources and participate in moderation. | Staff meeting time devoted to subject leadership.  INSET training | Staff expertise in subject area.  Links made and ideas/resources shared and developed. | staff | Staff meetings  Twilight sessions | JB  Jointiculum Day- the Vikings Year4/5/6  **Staff have had one staff meeting per term devoted to subject leader time.** |

**Target 3 MATHS**

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| **Where are we now…** | **Success Criteria…** |
| * KS2 results this year were good with all three children reaching expected level. One child was TA at Greater Depth. * Children enjoy maths at Pott Shrigley. * Maths is taught in a concrete practical way alongside abstract methods. * Maths is included in other subjects such as science and topic where applicable. * The current year 3 cohort mostly did not reach age related expectations at the end of key stage 1. * Independent problem solving is an ongoing issue for some cohorts. (link to language development) | * Children in y3 cohort achieving age related expectations. * Children able to solve mathematical problems independently. * Children comfortable with a mastery approach and are adept at reasoning. |

| **Start date** | **Target** | **Actions to achieve target position** | **IMPACT** | **Persons responsible** | **Resources and costs linked to finances** | **Monitoring Person and Method** |
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|  | Children mastered basic calculations, times tables and number bonds.  Children can think flexibly around numbers and apply what they know to various contexts. | 1. Rm and JT signed up for *Mastering Number* programme 2. Daily mental maths practice for R and Y1/2/3 as part of the above 3. Three times weekly mental maths practice for Y4/5/6. Sign up to TT rockstars and use. Also use of Daily ten to consolidate four operations in arithmetic. 4. RM and JT to implement a mastery approach and cascade to other staff. | Children have embedded calculation skills at the appropriate level.  Instant recall of number bonds and times tables.  Children engaged with mastery approach and can talk about methods and problem solving using mathematical vocabulary. | RM, JT, HB | Staff time costs – potentially cover for class teaching  Staff meeting time  *TT rock stars* cost – curriculum budget | HB and JB  Data analysis  Learning walks  Staff meeting  Pupil progress meetings  **Slow start to the mte.**  **Following pupil progress meetings in March, we are delivering extra maths lessons in all classes, class 2 still vulnerable in this respect post pandemic.**  **AMW to introduce streamlined maths for all children to ensure they are reaching potential within their own year group.**  **TT relaunched in spring 2** |
|  | Progress and attainment in maths closely monitored.  **Children achieving age related expectations and more able working at greater depth** | 1. Maths subject leader to monitor lessons and books and data from assessment (PUMA and White Rose end of unit assessments) regularly. 2. Working partnership with Kettleshulme St James to share resources, ideas and expertise. | Progress and attainment closely monitored and actions taken to address areas of weakness or underachievement.  Ideas and expertise shared between colleagues. | HB | Class cover  Cost of PUMA tests  White Rose assessments at the end of units. | HB and JB  Data analysis  Learning walks  Staff meeting  Pupil progress meetings  Pupil progress meetings March identified some good progress for class 2 – work now underway to prepare them for the key stage 2 class. Extra maths lessons in the afternoons, focus on number at y3 level and learning how to decode problem solving and reasoning questions..  **AMW to introduce streamlined maths for all children to ensure they are reaching potential within their own year group.**  **TT relaunched in spring 2** |
|  | Children to gain more independence during individual work and problem solving activities.  Children to link ideas together and improve handwriting and number formation.  Children working below ARE to close the gap. | 1. Working walls to be current and reflect the unit of work being studied so that pupils can actually use them to inform learning. Maths lead to share models of working walls 2. Continue with using Maths in other curriculum areas – i.e. handwriting practice to involve number formation, written numbers, number bonds , x tables etc 3. Adopt a pre-teaching approach where needed partnered with repetition (EYFS style) using TA. 4. Staff to research metacognition working alongside cognition and evaluation to improve progress. | Children can access resources independently to help with learning. They can plan for their own progress by deciding where to get help that doesn’t necessarily involve asking the teacher.  Consolidation of maths language through use in other areas of curriculum.  SEND children prepared to learn.  Children make better progress through use of metacognition. | Teaching staff | NA | HB and JB  Data analysis  Learning walks  Staff meeting  Pupil progress meetings  **Working walls are current with topic being studied that week in maths and English.**  **Metacognition staff meeting delivered.**  **Implementations of some ideas has been observed in class 2.** |

**Target 4 READING**

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| **Where are we now…** | **Success Criteria…** |
| * KS2 results this year were good with all three children reaching greater depth in reading. * KS1 boys are a concern in reading. Five boys are on the SEN register with two of them having confirmed dyslexia after assessment. * Good use is made of the Education library service and children are encouraged to read a wide variety of books. * Reading is set as homework and is embedded in all other areas of learning. * All three year 1 children passed the phonics screening test. * A new phonics scheme needs to be decided upon with **some** reading books tied in to match the sounds. | * Children reach age related expectations with more able children achieving greater depth. * Systematic phonics scheme implemented – year one phonics test results in line with similar schools nationally. * Children choose to read for pleasure and can explain their choices. |

| **Start date** | **Target** | **Actions to achieve target position** | **IMPACT** | **Persons responsible** | **Resources and costs linked to finances** | **Monitoring Person and Method** |
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| Autumn 2021 | To improve the language skills of children in EYFS and year 1. | JT to participate in Nuffield Early Language program 2021 – 2022. R and Y1 | Children in class 1 make better progress in language and communication. Consequently, all other areas of the curriculum will be impacted in a positive way, particularly reading and writing. | JT | NA | JB  **JT completed training for NELI (Nuffield Early Language Intervention). Children in R – Y3 assessed in language development. None of the children were poor enough to qualify for the programme.** |
| Autumn 2021 | To select and implement a scheme for phonics which is used consistently throughout the school. | 1. Research different phonics schemes. 2. Adopt and embed an appropriate phonics scheme. Purchase books linked to scheme. 3. Monitor impact of phonics scheme | Phonics scheme used consistently across school. Children are better at using phonics to decode and encode. | JT & RM | Purchase of scheme  Purchase of books linked to scheme  £1,000 | JB  **Decided on a scheme – RWI.**  **Books ordered Dec 2021**  **After reading with some children in year 1, I questioned the RWI scheme and want to consider other options with JT.**  **Trial of Literacy Counts scheme underway May/June 2022**  **Ready, steady phonics is now accredited.**  **Three members of staff attended training on Feb 17th.**  **AMW worked closely with class 1 staff to embed the scheme in spring 1.** |
| January 2022 | To devise ways to encourage reading for pleasure  Consider different ways of presenting knowledge and vocabulary | 1. Book club 2. Trips to the library 3. Reading homework ks2 as part of English using quality text. 4. Reading comprehension books for y2/3. Introduce reading homework in summer term. 5. Staff to investigate knowledge organisers and different methods of presenting learning. 6. Use recovery premium to purchase books. Consult with children. | Children engaged in reading for its own sake.  They read at home and at school for pleasure as well as to learn.  Children use the language of reading in comprehension exercise – inference etc.  Children have greater depth of understanding in all areas of curriculum. | JB  All staff | Cost of CGP books | JB  Twilight delivered 28.3.22  Tuesday afternoon sessions for whole school on reading – using books nominated for Kate Greenaway prize for illustrated children’s books. Children in mixed age groups.  Reading homework set over Christmas and Easter holidays.  Many, many books of the children’s choice borrowed from the ELS and children encouraged to take them home to enjoy with family. |

**Target 5 VISION & CHRISTIAN DISTINCTIVENESS**

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| **Where are we now…** | **Success Criteria…** |
| * During the year 2018-2019, the children explored different Christian Values and chose three for oue school to adopt as drivers – Koinonia, Compassion and Respect. * Staff, governors, children and parents chose this strap line to encapsulate our vision - Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you” Ephesians 4:32 * In January 2020, staff and governors met to discuss and explore aspects of our school vision in a workshop. | * Children and parents consulted on aspects of the vision. * A concise statement of vision formulated, shared and published. * All stakeholders able to articulate the vision. * School prepared for SIAMS inspection |

| **Start date** | **Target** | **Actions to achieve target position** | **IMPACT** | **Persons responsible** | **Resources and costs linked to finances** | **Monitoring Person and Method** |
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| November 2021 | To conceive and write the school vision. | 1. Workshop with staff and governors 2. Collect pupil voice – workshop with the different class groups as part of a Christian Values Day. 3. Collect parents voice 4. Collate all the above into a statement of vision. 5. Publish and celebrate so that all stakeholders can articulate the vision. | All stakeholders have ownership of our school vision.  School vision clearly articulated for the outside world. | JB plus staff | NA | JB & SW  **Training booked for whole school and all stakeholders in July. We will revisit our foundations and core values.**  **Vision written using collated information from stakeholders and published on website.**  **Visual to accompany this to be discussed at next community committee.** |
| September 2021 | Renew policies to explicitly reflect Christian Vision. | 1. As policies are renewed, ensure that they demonstrate explicitly how this aspect of school life is living out the Christian vision (especially Behaviour policy). 2. See policy review TT for timings. | Policies display and embody the Christian Vision. | JB & governors | NA | JB and SW  **Behaviour policy revisited and relaunched.**  **Children will now receive individual and collective rewards based on our Christian values. arking and assessment for learning.** |
| January 2022 | All staff understand how Spiritual development might look at Pott Shrigley and can describe it. | 1. CPD (inset January) understanding of what Spiritual Development looks like at Pott Shrigley, both planned and spontaneous. 2. Reading around Christian spirituality. 3. Christian Values Day planned for each term. | Staff expertise improved and their ability to verbalise what spirituality at Pott Shrigley looks and feels like.  Children given the opportunity and time to think about spirituality and engage with it. | JB & AB | NA | JB & AB  **nuary inset – shared with Kettleshulme.**  **Christian Values Day on our three core values 23.3.22**  **Christian values twilight for summer 2 with the diocese.** |
| September 2021 | RE monitored externally | 1. Develop ways of monitoring RE lead in a small school setting – work with other small church schools. | RE teaching and learning is exemplary. Children make excellent progress in the subject. | JB  Other small school headteachers | NA | JB  **AMW to work closely with Mark Whitehall to develop these strong links moving forward.**schools. |