

POTT SHRIGLEY CHURCH SCHOOL – SCHOOL DEVELOPMENT PLAN 2021 - 2022



*'Be kind and compassionate to one another, forgiving each other,
just as in Christ, God forgave you"
Ephesians 4:32*

The Key Priorities

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 well-being of staff.*

Target 2

Plan and deliver a bespoke curriculum in line with current guidelines.

Target 3

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

*Develop delivery of reading to increase reading for pleasure and knowledge
Develop systematic delivery of phonics across EYFS and KS1.*

Target 5

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.

Where are we now...	Success Criteria...
<ul style="list-style-type: none"> • Pupils fared reasonably well during the lockdowns of 2020 and 2021 due to vigilance by school staff in the flexibility of their approach to home schooling and the personalised nature of our curriculum. • Parents were and continue 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. 	<ul style="list-style-type: none"> • 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	Pers ns respo nsible	Resources & costs	Monitoring Person and Method
September 2021	Children are able to identify different emotions and have strategies to deal with negative emotions. Children know when and who to ask for help.	<ol style="list-style-type: none"> 1. Cool connexions delivered to a KS2 group weekly. Followed up by similar Emotionally Healthy Schools intervention once completed. 2. One-to-one tutoring for PP child in need of nurture work. 	Children are emotionally literate and can use a range of strategies to deal with problems or big feelings. They can also help their friends to manage emotions. This will enable them to better access their learning and enjoy socialising with friends.	RM	PP money	JB & JT Observation of group Pupil Voice
January 2022	Increase awareness of mental health issues and possible strategies for parents and children.	<ol style="list-style-type: none"> 1. Mental health first aid box (See Puss Bank website for ideas) 2. Website info – create a mental health tab on the website 	Children have a tangible outlet if they are feeling anxious. Parents have access to information on school website and can help themselves and their children to manage their mental health.	JT	SEN budget	JT Parent feedback
September 2021	Meet the sensory processing needs of children with ASD and similar issues, to tackle negative physical behaviour at playtimes.	<ol style="list-style-type: none"> 1. Lego therapy/sensory circuits to be incorporated into class 2 timetable at a suitable time. 	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 Pupil Voice Staff on duty observations
September 2021 ongoing	Improve staff expertise in SEND particularly ASD and speech and language development.	<ol style="list-style-type: none"> 1. Staff CPD on attachment/autism/speech and language etc etc Delivered during staff meetings and in PPA time. 2. Participate in <i>Nuffield Early Language Intervention</i> (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 <i>Nuffield</i> programme
September 2021	Ensure staff have an appropriate work life balance.	<ol style="list-style-type: none"> 1. Staff mental health on every staff meeting agenda. 2. Mental health staff meeting half termly 3. Mental health twilight annually. 	Staff well and happy. Staff have access to resources or people who can help with managing workload. Twilight provides staff with appropriate strategies for managing work load and work life balance.	HB & LP	Staff contributions where appropriate	JB

Target 2 CURRICULUM

Where are we now...	Success Criteria...
<ul style="list-style-type: none"> • Staff have areas of the curriculum to lead but have not thus far had experience of leading them effectively due to COVID, lockdowns etc. • 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. 	<ul style="list-style-type: none"> • 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
Core subjects September 2021 Foundation subjects January 2022	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.	<ol style="list-style-type: none"> 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. 	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.
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 Learning walks Pupil Voice
September 2021	Work with colleagues in Kettleshulme to develop expertise in subject area. Share resources and participate in moderation.	Staff meeting 8 th September Twilight with Kettleshulme (KSJ) 15 th September 2021 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 & AB (KSJ)

Target 3 MATHS

Where are we now...	Success Criteria...
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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
September 2021	Children mastered basic calculations, times tables and number bonds. Children can think flexibly around numbers and apply what they know to various contexts.	<ol style="list-style-type: none"> Rm and JT signed up for <i>Mastering Number</i> programme Daily mental maths practice for R and Y1/2/3 as part of the above 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. 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 <i>TT rock stars</i> cost – curriculum budget	HB and JB Data analysis Learning walks Staff meeting Pupil progress meetings
September 2021	Progress and attainment in maths closely monitored. Children achieving age related expectations and more able working at greater depth	<ol style="list-style-type: none"> Maths subject leader to monitor lessons and books and data from assessment (PUMA and White Rose end of unit assessments) regularly. 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
September 2021	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.	<ol style="list-style-type: none"> 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 Continue with using Maths in other curriculum areas – i.e. handwriting practice to involve number formation, written numbers, number bonds, x tables etc Adopt a pre-teaching approach where needed partnered with repetition (EYFS style) using TA. 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

Target 4 READING

Where are we now...	Success Criteria...
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

- A new phonics scheme needs to be decided upon with **some** reading books tied in to match the sounds.

Start date	Target	Actions to achieve target position	IMPACT	Persons responsible	Resources and costs linked to finances	Monitoring Person and Method
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
Autumn 2021	To select and implement a scheme for phonics which is used consistently throughout the school.	<ol style="list-style-type: none"> 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
January 2022	To devise ways to encourage reading for pleasure Consider different ways of presenting knowledge and vocabulary	<ol style="list-style-type: none"> 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

Target 5 VISION & CHRISTIAN DISTINCTIVENESS

Where are we now...	Success Criteria...
<ul style="list-style-type: none"> • During the year 2018-2019, the children explored different Christian Values and chose three for our school to adopt as drivers – Koinonia, Compassion and Respect. • Staff, governors, children and parents chose this strap line to encapsulate our vision - <i>Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you</i>” Ephesians 4:32 	<ul style="list-style-type: none"> • 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

- In January 2020, staff and governors met to discuss and explore aspects of our school vision in a workshop.

Start date	Target	Actions to achieve target position	IMPACT	Persons responsible	Resources and costs linked to finances	Monitoring Person and Method
November 2021	To conceive and write the school vision.	<ol style="list-style-type: none"> Workshop with staff and governors Collect pupil voice – workshop with the different class groups as part of a Christian Values Day. Collect parents voice Collate all the above into a statement of vision. 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
September 2021	Renew policies to explicitly reflect Christian Vision.	<ol style="list-style-type: none"> As policies are renewed, ensure that they demonstrate explicitly how this aspect of school life is living out the Christian vision (especially Behaviour policy). See policy review TT for timings. 	Policies display and embody the Christian Vision.	JB & governors	NA	JB and SW
January 2022	All staff understand how Spiritual development might look at Pott Shrigley and can describe it.	<ol style="list-style-type: none"> CPD (inset January) understanding of what Spiritual Development looks like at Pott Shrigley, both planned and spontaneous. Reading around Christian spirituality. 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
September 2021	RE monitored externally	<ol style="list-style-type: none"> 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