

Newbald School Development Plan

2020 – 2021



We believe our children can achieve personal excellence through the teaching and modelling of values and skills.
Our four core values drive and shape every aspect of school life.

OFSTED Inspection Priorities March 2017:

- There is a rigorous and consistent approach to the teaching of handwriting in the Early Years and at key stage 1
- Support and training is provided to improve the teaching of phonics in the early years so that all groups of children are fully engaged in learning

- Pupils are provided with more opportunities to use and apply mathematical skills across other curriculum subjects and calculation tasks enable pupils to learn at a good rate

A School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. Clear timescales are set for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget, and guides how we plan and organise staff training. The School Development Plan is designed to give a sharp clear focus to those aspects of our work, which are most in need of improvement.

Everyone has the chance to contribute ideas on how our school can improve. Staff and governors meet every term to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through questionnaires and the School Council. We aim to include everyone who has a stake in the school community to have a voice to support our ongoing school improvement.

There are four Key Priorities for the plan that will drive our training, resources, teaching and learning, monitoring, evaluation and review over the coming year. These have been organized using the new OFSTED Inspection Framework.

- **Quality of Education**

- Intent
- Implementation
- Impact

- **Behaviour and Attitudes**

- **Personal Development**

- **Leadership and Management**

School Vision and Aims

“We aim to provide a secure and happy environment for all our children through a well-balanced, stimulating and enriching curriculum, in partnership with our parents and the local community we strive to give every child equal opportunities to achieve their full potential.”

Newbald Primary will:

Provide – A safe, secure, happy and caring environment

Foster – Resilience, confidence, trust and self-esteem.

Develop – independence, enthusiasm, individual potential, self-motivation and pride.

Value – Diversity, creativity, good behaviour, high standards, friendships and success.

We appreciate:

- The contribution that every child brings to the life of our school
- Partnership with parents in the education of all our children
- The resources which the community provide and we believe that the school should be a resource for the community

We promote:

- Lively, lifelong learners, who have a thirst for knowledge
- An understanding of the interdependent multi-racial and multicultural make up of our society
- A set of moral values, attitudes and beliefs based on reason, which lead to mutual understanding, care of the environment, self-discipline and courtesy.

We implement:

- A curriculum that is accessible to all and provides enrichment through a wide range of activities
- A stimulating learning environment where there are high expectations of teaching and learning
- A healthy safe setting where children feel secure and happy

“Together we seek to create an environment that fosters wellbeing for pupils as well as staff.

Key Priorities – 2020/2021

“together we seek to create an environment that fosters wellbeing for pupils as well as staff”

Quality of Learning

To implement rigorous measures to monitor effectively and use assessment successfully to identify and fill gaps to promote rapid progress for all pupils in learning on the return to school after lockdown.
To provide a rigorous approach to the teaching of reading.

Leadership & Management

To use the new curriculum to promote children’s learning and wellbeing to ensure that rapid catch up can take place.
To support subject leaders to further develop their roles to support children’s deeper learning through monitoring and assessment opportunities.
To ensure remote learning is in place.
To provide support for staff wellbeing.

Ultimate Goals

To have happy secure children who can access a broad, balanced and enriching curriculum that offers cultural capital, opportunities to experience the diverse world and develop personal skills to support wellbeing.

Behaviour & Attitudes

To focus on children’s attitudes to learning to enable rapid progress across all areas of the curriculum.

To look outwardly at our local and global community and understand the diversity of our world and start to take responsibility for world around them.

Personal Development

To ensure that children successfully return to school and are reintegrated in a holistic and nurturing way to guarantee their wellbeing.
To enable children to succeed through greater confidence and high aspirations.

Ongoing Priorities

Assessment

Strengthen School
Leadership at all
levels

Reading & Spelling

Curriculum

KEY:

SLT – Senior Leadership Team / SL – Subject Leaders / SENCO – Special Educational Needs Coordinator / SEND – Special Educational Needs and Disability / SM – Staff Meetings / LT – Leadership Time / ST – Subject Time / C – Cover / CT – Class Teacher / EXS – Expected Standard / GDS – Greater Depth / NA – National Average

Quality of Learning SLT Lead: MS SL Leads: CM/LT/HA/CD/JS Governor Link: SW/JJ/NW/DB	To implement rigorous measures to monitor effectively and use assessment successfully to identify and fill gaps to promote rapid progress for all pupils in learning on the return to school after lockdown. To provide a rigorous approach to the teaching of reading.
--	--

Context: Prior to lockdown teaching was strong. Monitoring had taken place, some with Governors and this had been very positive. After six months of lockdown we have welcomed back our children, some of who have not been in school since March. Our main priority is to build up children's confidence and self esteem and to settle the children back into a caring and nurturing environment that will support them to return to the excellent attitude to learning that the school previously. To do this we need to be able to identify gaps in learning swiftly so we can address these gaps effectively. Our initial aim is to set a baseline to assess where the children are and to build a learning support package around this information to ensure all children can access our new curriculum and to make rapid progress and then continually monitor progress and the success of this. (Jan 2021 - National Lockdown in place and remote learning taking place with in-school teaching for keyworker children and vulnerable children)

Objectives	Actions	Date	Staff	Budget	Outcome/Impact/RAG Rate
To ensure all staff have clear direction of school improvement.	Ensure school priorities are clear to all stakeholders and Appraisal targets are linked to school Development plan.	Aut 1	MS All staff		Confident, professional teaching staff who have clear priorities to promote school improvement across all areas. Appraisal Cycle completed, milestone meet in March. Staff targets specific for own development and ensure the SDP priorities are driven consistently across the school. Training linked to priorities. All staff moving school forward with common, shared goals.
To ensure all staff know expectations for outstanding teaching, learning and assessment.	Revise Monitoring pro-forma – book scrutiny, Learning Environment, Drop Ins	Aut 1	MS/JS		Pro-formas revised as a whole staff to engender ownership and knowledge of what the teaching expectation is.
	Staff to deliver lessons in line with criteria identified from revised pro-formas.	Daily	All staff		Autumn/Spring Observations completed - evidence of most criteria. Strengths/improvements recorded 67% outstanding .
	Clear Appraisal objectives for all staff .	Aut 1	MS		To achieve 80% (4/5) consistently Outstanding teaching.

	Share non-negotiables for Teaching and Learning.	Aut 1	All staff		Staff understand school expectations for teaching and learning and consistently high quality takes place across the school in all subject areas.
	To plan in opportunities for moderation in all subjects.	Ongoing	All staff		Regular moderation opportunities in place both internally and with outside agencies including collaboration schools and Local Authority.
To ensure assessment is effective and consistent across all subjects both core and foundation and resources are well matched to the needs of all pupils.	Assessment tracking developed and embedded for all subjects both core and foundation. Undertake assessment moderation to ensure assessment is effective and consistent.	Aut 1	MS All staff		Clear guidelines for all staff to follow on a consistent basis. Clear progress can be tracked across the year.
	Baseline Assessments undertaken for all core subjects (RWM & SC) and half termly targets set from these.	Aut 1	All staff		Clear starting points that give teachers an insight into children's individual starting points. Milestones in place with which to track expected progress.
	To research end of term assessments for Years 1 – 6 for Aut/Spr/Sum	Aut 1	MS		Consistent assessments delivered that have diagnostic tools to support teachers in finding the gaps.
To up skill and develop the practice of all staff, including effective monitoring of the quality of teaching and learning across school.	Subject Leads develop and embed specific Action Plans.		MS	CPD	Action Plans highlight gaps and areas to be developed to move forward subjects.
	Bespoke CPD for subject leads		MS		Subject leads up to date and aware of all current trends in their subject.
	Bespoke training delivered by SIP to enable effective subject monitoring and understanding.		MS/JH		Subject leads able to monitor effectively and be confident in their assessment of their particular subject. Subject leaders are confident to be part of a deep dive and can discuss all aspects of their subject.
	Develop specific monitoring documents for specific purposes.		HA/JS		Curriculum documents created to track and monitor subjects. Monitoring documents created to enhance book scrutinies, drop ins and lesson observations.
To review and develop the EYFS Curriculum to be ready for 2021	EYFS practitioners to review current curriculum and to make the necessary changes to take account of the new 2021 requirements.	Ongoing	CD/LT		Effective and complete new curriculum in place for new requirements. New procedures and systems in place to take account of the changes.

To develop a whole school literacy team to promote all aspects of Literacy – reading and writing. To ensure early reading and Phonics is effectively taught.	Staff roles decided within team. Planning meetings with KS2 staff for reading and writing. Baselines for each stage reviewed. Action Plan developed to support rapid progress. Planning meeting with EYFS and KS1 teachers for Phonics and mark making. School Phonics lessons will be regularly monitored and good practice shared across school. Reading	Aut	All staff		Gaps filled from Lockdown in reading and writing Rapid progress seen across all stages in reading to support other curricular subjects. Phonics is effectively delivered across school by all staff and Phonics screening check is 72% (14/18)for 2021.
Autumn – evaluation/impact of actions					
Autumn - Monitoring					
Spring – evaluation/impact of actions					
Spring - Monitoring					
Summer – evaluation/impact of actions					
Summer – Monitoring					

Behaviour & Attitudes SL Leads: JS/LT/ Governor Link: OB/PA/RR	To focus on children’s attitudes to learning to enable rapid progress across all areas of the curriculum. To look outwardly at our local and global community and understand the diversity of our world and start to take responsibility for world around them.
Context: The school currently experiences good behaviour across the school as a whole. The Behaviour and Discipline Policy has been amended to take account of our current covid-19 situation and will be amended to encompass SEND Behaviour in the spring term. The House system works effectively to highlight school values and ensures children are working together for common goals. The school must continue to raise the profile of local/national and global level issues as our school is a small rural school that does not benefit from a wide, culturally diverse immediate community. It is now necessary to evidence across school the impact that this important part of the curriculum is having on the attitudes to a dynamic and exciting society that we live in. (Jan 2021- National Lockdown imposed and remote learning in place for children learning at home and in school learning for keyworkers and vulnerable children)	

Objectives	Actions	Date	Staff	Budget	Outcome/Impact/RAG Rate
To embed and consolidate the SMSC across school.	To review the SMSC already in place. To develop and embed SMSC across the school in a cross-curricular	Aut 1	JS		SMSC is embedded across all areas of the curriculum and an audit highlights areas to be celebrated and areas to be improved.

To implement and develop the new RHSE curriculum in school.	To share the policy and curriculum with all teaching staff	Aut	JS		All staff to follow a coherent RHE curriculum on a regular basis. RHE to be embedded cross curricularly where possible – real and relevant
	To develop effective monitoring of the subject.	Aut			Tracking in place to support subject lead's assessment of both subject and children's progress. Children's attitudes and behaviours will demonstrate a positive outcome from a regenerated PSHE curriculum.
	To investigate new resources to support the progression of RHE.	Ongoing			Resource Bank available for all staff to access to support the delivery of PSHE.
To further develop Assemblies as a platform to highlight community, national and global issues.	To create a timetable for all teachers to cover the important issues / events / festivals across the year.	Aut	LT/JS		All staff delivering pertinent real and relevant assemblies across the whole academic year. Assemblies address current issues and enhance the RHE delivered across the school. Assemblies afford a window on the wide world for children to access outwith their own community.
To update the Behaviour and Discipline Policy to reflect SEND behaviour.	Review and complete an addendum to the existing policy.	Aut	CD		The school will have a working document to support improving behaviour across school with clear principles to support children with their personal attitudes in school.
Autumn – evaluation/impact of actions					
Autumn - Monitoring					
Spring – evaluation/impact of actions					
Spring - Monitoring					
Summer – evaluation/impact of actions					
Summer – Monitoring					

Personal Development SLT Lead: MS Governor Link: KV/NW	To ensure that children successfully return to school and are reintegrated in a holistic and nurturing way to guarantee their wellbeing. To enable children to succeed through greater confidence and high aspirations.
Context: The school has returned from a six month lockdown and is welcoming children back who have not accessed the school setting since March. It is important to work with the children to settle them back into the school routines as quickly and successfully as possible and this must incorporate their wellbeing to initiate the quick rebuilding of their self-esteem and confidence and overcome any anxiety that they may be feeling. (Jan 2021- National Lockdown in place and remote learning being delivered both to home and in school learners who include keyworkers and vulnerable children)	

Objectives	Actions	Date	Staff	Budget	Outcome/Impact/RAG Rate
To implement the role of a Wellbeing Champion in school.	Mrs Spencer to undertake the role of wellbeing champion and to undertake CPD	Aut	JS	CPD	The well being of all in school to be a priority. This initiative to feed into the children's progress in building self-esteem and self-confidence. The monitoring of staff well being and any concerns being addressed immediately.

	to ensure the role supports the personal development of all stakeholders in school.				
To implement and deliver high quality RHSE/PSHE across school	Mrs Spencer to support teachers to teach effective lessons that support children on the transition back into school and to ensure this continues across the year with moderation and discussion both through close monitoring and staff discussion in staff meetings.	Ongoing	JS lead Staff		Children have settled back into school and relationships are happy and healthy. Attitude to learning has returned to the excellent approach the majority of children had prior to the lockdown. Children are becoming self-reliant and their self-confidence has grown and there are taking responsibility for their own learning. Children have high expectations of themselves as learners.
To ensure all children access high quality PE. To enable children to use physical activity to ensure their health and wellbeing.	New PE Co-ordinator in place. Bespoke training to ensure knowledge and understanding about subject in place.	Aut	MS/HA		PE co-ordinator who is confident and up to date with the current PE landscape and driving forward the subject. Specific Action Plan and Policy in place to support the delivery of PE across school.
	To seek out uses of the Sports Premium funding to ensure access for all children to a wide range of sporting activities across the academic year.	Ongoing	HA/AR		Clear and focused use of the Sports Premium to enhance the whole school community's experience of PE.
	To investigate ways to further enhance all teachers CPD in PE to ensure sustainability in the subject.	Ongoing			All teachers able to teach effective and successful PE sessions with the children. All teachers to access teaching with HSSS to broaden knowledge and teaching of specific skills.
	To ensure regular monitoring in the form of lesson observations and pupil voice to take place.	Ongoing			All teachers accountable for high quality effective PE teaching across school.
	Skills Progression tracking sheets to be developed within the role of subject lead.	Aut	HA		Clear assessment of skills and knowledge supporting high quality teaching of subject.
To develop and enhance the creative arts across the school to further enrich children's creativity and learning.	To up-skill teaching team with different art expertise. Regular staff meeting input for the arts and design technology.	Ongoing	JS		Teachers confident to teach exciting and inspiring art lessons. School becomes an art gallery.
	Regular staff meeting input for the arts and design technology.	Ongoing	JS		Skills are shared throughout the year that can be embedded into planning and teaching to improve children's access to art.
	Supportive monitoring to encourage art to become more accessible across the school.	Ongoing	JS		The school has many art displays and pockets of inspiration all around school.
	Skills Progression tracking sheets to be developed within the role of subject lead.	Aut	JS		Clear assessment of skills and knowledge supporting high quality teaching of subject.
Autumn – evaluation/impact of actions					
Autumn - Monitoring					
Spring – evaluation/impact of actions					
Spring - Monitoring					
Summer – evaluation/impact of actions					
Summer – Monitoring					

Leadership & Management SLT Lead: MS/AR Governor Link: SW/JJ/RW/PA	To use the new curriculum to promote children's learning and wellbeing to ensure that rapid catch up can take place. To support subject leaders to further develop their roles to support children's deeper learning through monitoring and assessment opportunities. To provide support for staff wellbeing. To ensure remote learning is in place.
---	---

Context: Over the past two years the school has been developing a unique curriculum to continue to support the children as resilient and independent learners who have access to a wide-ranging variety of learning experiences across all areas of the curriculum. The school is returning from the national lockdown and is operating in unique circumstances with bubbles in place for teaching and learning. There is a continued threat of school disruption through local lockdowns and bubbles being closed. Teaching staff are continuing to improve and develop their skills as subject leaders. (Jan 2021 - New National Lockdown in place and school operating remote learning and in school provision for key workers and vulnerable children).

Objectives	Actions	Date	Staff	Budget	Outcome/Impact/RAG Rate
To effectively work in collaboration with Cherry Burton and Leconfield Schools (COVID-19 support over the Autumn and spring term to date)	To share best practice in EYFS outdoor learning and forest schools. To access Governor support across three schools and enhance Governor training. To moderate together in order to quality assure EYFS, KS1 and KS2 judgements.	AUT Ongoing	MS		Clear moderation across all subjects. Teachers network closely to provide best practice. Headteachers have the opportunity to address any SLT issues together. Children access new and exciting learning focused on the role of Parliament. Outdoor learning is further developed across EYFS and KS1. Governors access a different school setting and how the role is developed in these schools.
To develop the role of SENCO in school, including assisting and supporting all staff with help for catch up plans for SEND pupils and the monitoring of SEND pupils across school to ensure that everything is being done for rapid progress and to fill any gaps.	CD to complete NASENCO successfully. CD to create a SEND Action Plan. CD to support teachers with new and reviewed PTS. Regular monitoring of SEND pupils to take place.	AUT Ongoing	MS/CD	CPD	Fully trained and knowledgeable SENCO. Provision mapping across school Up to date SMART PTS and parents on board and supportive. Effective multi-agency liaison. SEND children making better than expected progress.
To support Governors to access bespoke training to support Whole School Improvement.	Ensure all Governors access pertinent training to further support their role as critical friends. Governors to be involved in monitoring process to include Work Scrutiny and pupil voice.		MS/SW		Well trained critical friends of the school. Governors are clear on school improvement priorities, actions taken and how these are impacting positively on the school.
To ensure all subject leaders have an accurate understanding of their subject – skills/knowledge/assessment	Bespoke subject training delivered. Clear tracking developed for all subjects. New Assessment tool embedded across the school.		MS HA CM LT		All subject leads up to date with tracking and assessment of their subject. All subject leads prepared for future deep dives All subject leads supporting and collaborating with colleagues to ensure all children can access their subject effectively and successfully.

	Subject leaders to continue to access fortnightly release time and provide termly subject logs.				
To upskill and develop the practice of all staff whilst raising the profile of all subjects.	Bespoke training (safeguarding training undertaken by DDSL, staff accessing National College training resources)		MS		All staff can deliver up to date pertinent lessons across the whole curriculum. Children access
To effectively monitor the quality of T, L & A across school.	All subject leaders to complete monitoring activities (including data analysis) in their subject using a variety of strategies and ensure feedback is given and followed up. (Lesson observations may be difficult through Covid restrictions, more emphasis on work scrutiny and pupil voice in the first instance)	Half termly	MS HA CM LT		Leaders confident in their ability to be a critical friend in school to ensure the best practice for the children to access.
	Plan in opportunities for Link Governors to monitor all areas of our curriculum and ensure accountability.	Termly	MS Govs		Initial link governor meeting held increase in governor visits in spring term. Governors clear on strengths and areas to improve. Staff accountable. Children receiving best practice. All stakeholders sharing clear priorities to drive school forward.
To develop a remote learning policy and plan to support children's learning during the uncertain current covid climate.	To write a Remote Learning Policy. To design a Remote Learning Plan in conjunction with teaching staff.	Aut	MS/ teachers		All children will have the facility to access learning from home to continue to make progress across all areas of the curriculum. Children will be able to access support from their teachers during any home learning. Staff will be able to support children through various platforms to ensure coverage of subjects and feedback will be able to take place.
To have a plan in place to support remote learning should children have to isolate, are ill or there is a local lockdown.	To provide bespoke learning for each cohort across school that will meet the needs of the children at their different starting points. To introduce Class Dojo as a new instant form of communication with parents and to provide a platform to send out teaching resources for families. To further develop Google Classroom across KS2 to support remote learning. EYFS to access Tapestry in more creative ways to enhance remote learning.	Autumn Term Ongoing			All children will have access to good quality learning resources during remote learning. Improved communication with families during remote learning.

	Opportunities for staff to interact with children – video links. Regular reviewing and monitoring to take place to ensure remote learning can be the best it can.				
To provide support for staff wellbeing,	To appoint a Wellbeing Champion. To develop a toolkit in line with the pupil resources to support staff. To have individual risk assessments in place for vulnerable staff. The wellbeing champion to have a regular feedback/information slot in staff meetings. The wellbeing champion to be available to all staff if required to support in any way	Autumn Term			Staff confidence in place to approach leadership / colleagues if support required. Staff that feel valued and respected and empowered to fulfil their role in school. Improved staff attendance.
Autumn – evaluation/impact of actions					
Autumn - Monitoring					
Spring – evaluation/impact of actions					
Spring - Monitoring					
Summer – evaluation/impact of actions					
Summer – Monitoring					