

**Powerstock CE VA Primary School**

**School Development Plan February 2024 – July 2024**

‘Learning together to be the best that we can be.’

‘*I am come that they might have life and they might have it more abundantly.’ John 10:10*

**Key Priorities**

* To develop leadership (inc. governors and parents), at all levels, in order to ensure a sustained and strategic approach to school improvement and to continue to develop and maintain a balanced curriculum.
* To ensure that pupils have high attendance and come to school on time so that there is a demonstrable improvement in the attendance of all groups of learners inc. those with SEND and those eligible for pupil premium.
* To begin the process of sustainable improvement in reading, writing and maths through effective subject leadership, curriculum planning and professional development.
* To refine the targeted, strategic approach to supporting pupils (and the families of pupils) with SEND.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key priority | Rationale | Spring termObjectives: Evidence of Impact | Summer termObjectives: Evidence of impact | Evaluation. |
| To develop leadership (inc. governors and parents), at all levels, in order to ensure a sustained and strategic approach to school improvement and to continue to develop and maintain a broad and balanced curriculum. | It is vital that leadership in all areas of the school is further developed to enable improvement across the whole curriculum for all pupils and for the impact to be sustainable. |  - Roles, responsibilities and accountability identified and an effective leadership structure established.- Subject management time established.- Monitoring cycle established to balance multi-area leadership workload with effective, regular monitoring of all subjects.- Subject Action Plans reviewed alongside Link Governor and areas for development identified.- Governor Learning Visits to support, learn and act as critical friends. | - Leaders demonstrate relentless focus on improvement and increased confidence in leading their areas of responsibility.- External school improvement visits identify the growth and competence of leadership as a strength for the school. - Good progress is noted in all areas of school improvement (as outlined in the SDP).- Leaders demonstrate highly effective practice in all operational areas inc. safeguarding. |   |

|  |  |
| --- | --- |
| Person leading / responsible | Action(s) (including resource implications) |
| NHNHNHNH & SLsSLs & Link GovsSLsSLsSLsSLsNH, SLsNH, Hist/Geog SL | **Spring**- Re-work Subject Leaders’ timetables to ensure they have weekly release time for subject monitoring. *Wk 1*- Confirm subject leadership responsibilities and share with stakeholders (inc. Link Govs.) *Wk 1*- SL folder created on Sharepoint. *Wk 2*- Evaluate most effective and efficient monitoring cycle for multi-subject leads in a small school. (Staff meeting 29/1/24)- Review Action Plans as part of monitoring cycle with Link Govs. (SL time)- Launch new Hist & Geog SoLs. (Staff meeting Wk 2)- Re-shape Gov. visits as ‘Learning Visits’. (CWC meeting Wk 4)- SLs to attend WDSC SL meetings/CPD. *Dates vary***Summer**- Begin implementing responses to the Subject Action Plan reviews. (SL release time, staff meetings *Wk 1*)- Establish rigorous monitoring cycle. (Staff meetings *Wk 1*, SL release time)- Arrange Hist/Geog CPD for staff run by author of the SoL. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key priority | Rationale | Spring termObjectives: Evidence of Impact | Summer termObjectives: Evidence of impact | Evaluation. |
| To ensure that pupils have high attendance and come to school on time so that here is a demonstrable improvement in the attendance of all groups of learners inc. those with SEND and those eligible for pupil premium. | Whilst improved from last year (91.3%), attendance (95.6% autumn term) must improve further so that the work being put in to improving teaching and learning can have the greatest impact.This is also a WDSC focus. | - Case study from autumn term completed. - Target pupils identified on PSGs.- Interventions/lessons adapted to enable rapid catch-up for focus pupils.- Sharing of good practice amongst WDSC Heads.- Pupils survey conducted with a question about attitudes to attendance.- Attendance letters sent to all parents.- Attendance award introduced for the class with the highest attendance for the week. | - Locality EBSA training attended and approach implemented.- Focus pupils starting to close the gap (identified on PSGs).- Attendance letters sent to parents of children with attendance below 97% and support meeting offered.- Evidence of impact of the class attendance awards shown through improving attendance %.- Pupils demonstrate positive attitudes about school through pupil voice/surveys and conversations.- Continued monitoring, discussion and focus amongst WDSC.- Continued focus on raising the profile of attendance in worships, in class, the school environment and governor meetings. |   |

|  |  |
| --- | --- |
| Person leading / responsible | Action(s) (including resource implications) |
| NHNH, CTsNH, OfficeCTsNHSLsSLsNH, OfficeNHNHNH, CTsNH, OfficeNH, OfficeSLs | **Spring**- Write up a case study of a pupil. (*Wk 4)*- Establish PSGs and identify target pupils. (Staff meetings (*Wk 7*), PPMs)- Send letter to all parents with breakdown of missed lessons and their child’s attendance (use format from LA). *(Wk 2)*- Target pupils to receive interventions for catch-up and keep-up (e.g. pre-teaching).- Attendance on the agenda for all WDSC meetings with feedback to staff. (Staff meetings, WDSC meetings)- Develop pupil surveys/voice for core subjects with attitude to attendance question included. (Staff meeting (*Wk 4*), SL release time)- Conduct Pupil voice/surveys and analyse results. (SL release time (*Wk 7)*)- Introduce weekly Attendance Award at Celebration Worship for highest attending class (*Wk 7)*.- Complete EBSA training (*2nd Half term*).**Summer**- Implement EBSA approach. (Staff meeting (*Wk 2)*)- Analyse progress of target pupils in both attendance and attainment using PSGs. (PPMs)- Send letter to parents with child <97% offering a support meeting (*Wk 2)*.- Analyse overall school attendance. (*Weekly*)- Conduct Pupil voice/surveys, analyse results and compare to last term. (SL release time) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key priority | Rationale | Spring termObjectives: Evidence of Impact | Summer termObjectives: Evidence of impact | Evaluation. |
| To begin the process of sustainable improvement in reading, writing and maths through effective subject leadership, curriculum planning and professional development. | The foundations upon which so much learning is built. We must get these right for all pupils (particularly for disadv. and/or SEND) to be able to access wider curriculum subjects.To do this effectively, a refined assessment tracking system needs to be implemented to established start points, inform teaching and interventions and to monitor progress. | - 360 review of teaching and learning completed and areas for improvement identified (including ensuring full coverage of foundation subjects).- Targets established from Autumn Term internal data point.- Pupil Support Grids (PSGs) established, training provided by HT and Pupil Progress Meetings (PPMs) conducted at the end of term.- Maths, Literacy and Reading subject leaders to have completed review of own action plans and checked curriculum sequencing, skills and coverage. Actions included identified in Action Plans.- Staff Skills Audits completed and CPD identified. | - Targeted CPD underway through WDSC and Dorset Nexus.- Maths, Literacy and Reading curriculums sequenced and ready for either immediate implementation or to start in Sep 24.- End of Key Stage outcomes demonstrate a small improvement on previous year’s data.- PSGs demonstrate more pupils achieving, or making progress towards, ARE for their year group.- Increase of 10%-20% of pupils achieving at least ARE in RWM.- Plan in place for 24/25 to assess and monitor pupils’ ‘sticky knowledge’ in all curriculum subjects. |   |

|  |  |
| --- | --- |
| Person leading / responsible | Action(s) (including resource implications) |
| SLsNH, SLs. ECLNHNH, CTsSLsSLsNH, CTsNH, TAsNH, Teaching Staff, OfficeAll StaffSLsNH, SLsSLs, GovsSLs | **Spring**- Review curriculum coverage, sequencing and skills progression and identify areas for development. *(1st half term)*- Learning walks to establish quality of teaching and areas for development. (*One each half-term)*- Establish PSGs, train staff and use the data to set targets for each pupil. (Staff meetings (*Wk 7)*, PPA)- Arrange PPMs (PPA *Wk 8*)- Review and update maths, literacy and reading action plans. (SL release time)- SLs to attend WDSC CPD and network meetings *(dates vary)*.- Complete the teacher skills audits and identify areas for development. (PDRs (*Wk 9)*)- Complete the teaching assistant skills audits and identify areas for development. (PDRs (*Wk 9)*)- Book staff on to appropriate, targeted CPD through WDSC and Dorset Nexus offers *(Wk 10)*.**Summer**- Staff to attend CPD training. (Release time)- Address areas for development for curriculum sequencing, coverage and skills progression. (SL release time, staff meetings *(Wk 3)*)- Analyse end-of-key stage data. Identify trends. (SL release time *(End June/beginning July)*)- Develop new Subject Action Plans, with involvement from govs., ready for Sep 24 (*2nd half of term*).- Begin to analyse and consider how to evidence pupils’ ‘sticky knowledge’ across the broad curriculum *(2nd half of term)*. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key priority | Rationale | Spring termObjectives: Evidence of Impact | Summer termObjectives: Evidence of impact | Evaluation. |
| To refine the targeted, strategic approach to supporting pupils (and the families of pupils) with SEND, those who are disadvantaged and those who are Pupil Premium. | The work in school with SEND pupils is good. The SENDCO is experienced. To have an even greater impact (and to meet statutory requirements), parental and pupil involvement in individual target setting is vital. | - WDSC INSET on effective SEND practice. All teachers attended.- SMART target CPD (staff meeting focus). Evidence of SMART targets being used.- IEPs enhanced to include parent and pupil voice and added at Parents Evening in February.- SEND pupils know their personal targets and understand when they have met them.- SEND pupils identified on PSGs and interventions recorded with progress closely tracked (including during PPMs).- SEND Action Plan reviewed. Next steps identified.- Enhanced transition process planned (if required) once secondary school place is confirmed.- PP/SEND and Disadv. are identified on PSGs and extra in-class support in place.- SEND parent group (Conkers) established and to meet every other week – a safe space to talk. | - Monitoring evidence shows all lessons being appropriately adapted/differentiated to meet the needs of all pupils.- Class teachers review of IEP targets and meeting held with parents and pupil for next steps (new IEP).- Staff Skills Audit analysed and CPD cycle planned for next academic year.- Evidence of improved relationship building between school and SEND parents to enhance outcomes for their children (through Parent Survey and feedback).- PPMs focus on progress of SEND pupils.- Tracking shows SEND pupils making progress. |   |

|  |  |
| --- | --- |
| Person leading / responsible | Action(s) (including resource implications) |
| CTsSENDCOSENDCOSENDCO, CTsCTsCTsNH, SENDCO, CTsNH, SENDCONH, SENDCOSENDCO, NHNH, CTsCTsNH, SENDCONH, SENDCO, CTsNH, SENDCO, CTs | **Spring**- All teachers attend WDSC SEND INSET Day (*Wk1)*.- Review SEND Action Plan *(Wk 2)*.- Teachers to reassess IEP targets using SMART principals following INSET day and training. (INSET day, staff meeting (*Wk3&4)*)- Adapt IEPs to include parents and pupil input. (SL release time)- New targets shared at Parents Eve with parent and pupil voice added to IEP. (Parents Eve.)- All SEND pupils to have target sheets/cards/ladders and understand their progress towards them. (PPA)- Establish PSGs and identify PP/SEND/Disadv. pupils. *(Wk 7)*- Discuss progress at PPMs. *(Wk 8)*- Contact secondary schools to begin enhanced transition process. *(March/April*)- Conduct a staff skills audit to identify those who need support to enhance SEND skills. (PPA, staff meeting) *(Wk 9)*- PP/SEND/Disadv. pupils to receive at least 20 minutes 1-1 or 2-1 time with TA or CT. This is to be evidenced in their books and on PSGs. *(Establish during PPMs Wk 8)***Summer**- Learning walks focus on adaptation of lessons to meet ALL pupils’ needs. (SENDCO release time) *(1st half of term)*- Review IEP targets and hold meeting with parents and pupils. (PPA) *(2nd half of term)*- Identify CPD focusses using the results of the skills audit and book places for this year and into next. (PDRs)- Analyse PSG progress data and intervention impact. (PPMs) *(2nd half of term)* |