Holmes Chapel Primary School

School Development Plan

2023 – 2024

School Development Plan

Priority 2023 - 2024	
1 **Maths and English**	To further improve outcomes in reading, writing and maths by embedding consistent, high-quality pedagogy with a particular focus on: - embedding the teaching of phonics and early reading, improving outcomes across school through consistent pedagogy, improving reading engagement and reading for pleasure - writing - develop effective progression, and through effective application of spelling and grammar - maths - embed consistent pedagogy, secure subject knowledge, high quality lesson structure and problem solving & reasoning
2 **Wider curriculum**	To further improve outcomes in foundation subjects by embedding consistent, high-quality pedagogy with a particular focus on: the wider curriculum - ensure effective implementation has impact on outcomes through clear sequencing and defined end points for all curriculum areas, and developing effective approaches to assessment
3 **Personal Development**	To continue to develop a safe and positive environment, ensuring an impact on behaviour and attitudes with a focus on: - ALL staff having the knowledge and skills to support wellbeing and personal development effectively throughout school - Ensuring an inclusive environment with a focus on supporting disadvantaged pupils, including those with SEND and complex needs - Enhancing provision for personal development through wider opportunities for all pupils

Key Priorities and Associated Success Criteria

Curriculum Development

English:

- Continue to embed the Little Wandle programme across school and further improve outcomes
- Further improve outcomes in reading across school through a consistent approach to the teaching of reading skills
- To work on supporting the engagement of Reading for Pleasure
- Improving outcomes in writing by ensuring effective progression, and improving application of spelling and grammar in writing

Maths: To further improve outcomes in maths by embedding consistent pedagogy, high quality lesson structure and problem solving & reasoning

Curriculum: To ensure effective implementation has impact on outcomes through clear sequencing and defined end points for all curriculum areas, and developing effective approaches to assessment

Key Strategies to secure success	Success Criteria
English - Ensure continued effective implementation of Little Wandle across school – focus on further improving intended outcomes for phonics and early reading - Improve outcomes in reading across school through effective teaching of reading skills, promotion of reading at home, and the continued use of reading journals - Reading for Pleasure – further development of practice - Embed a clear curriculum sequence from EYFS for reading, writing, spelling and grammar, handwriting - Continue to ensure progression in writing from year group to year group, ensuring effective teaching of Spag and its application in writing - Continue to ensure use of appropriate high-quality texts for whole class reading to cover all elements of the reading curriculum – develop knowledge of books and authors from EYFS to Year 6 and how these link to writing	- Further improved standards in phonics - An ambition that 90% of our pupils will end KS1 and KS2 at the expected standard for reading and writing - Highly confident staff delivering high quality, consistent teaching of phonics and reading - High level of engagement with reading throughout school, with a culture of reading for pleasure embedded - Children and parents engaged in reading more frequently at home - Appropriate and timely evidence-based interventions impacting on progress and attainment for those who need it

• Continue to work with Trust English Director to focus on quality outcomes for writing, subject knowledge and English curriculum for Y2/6, and ensure effective moderation of writing • Support staff to implement effective differentiation to facilitate learning for all children	• English subject lead, working with phonics lead, has a clear understanding of the strengths and weaknesses of reading throughout school • Broad range of books/authors which reflect requirements of NC • Teachers are more aware of the 'how 'of teaching, the craft and science of teaching, and become more skilled in the teaching of reading • Spag is applied effectively to improve outcomes in writing
Maths • Ensure clear focus on progression criteria • Embed the use of NCETM materials across school • Engage in staff training to ensure that there is a consistent pedagogical approach to the teaching of maths • Work on lesson structure – Maths Team and SLEs work with Maths Subject Leaders and classroom Teachers to embed key elements of lesson structure • Maths Subject Leaders to work with Gareth Metcalfe and Maths Team to understand the difference between problem solving and exercises and apply • Maths Team to produce CPD materials – initially for Maths Subject Leaders (to use later in PD / Coaching with teachers in collaborative planning) – focusing on building better understanding of pedagogical content knowledge • Meetings (Early Autumn and February) for Year 2 and Year 6 Teachers to identify the key coverage and links to CP materials • MSL's to have coaching on collaborative planning in advance of them leading collaborative planning	• An ambition that 90% of our pupils will end KS1 and KS2 at the expected standard for maths • All practitioners understand the mastery approach and progression criteria, the importance of dialogue and have secure subject knowledge • The **purpose** of key elements of the suggested lesson structure are understood by classroom Teachers and promoted by Maths Subject Leaders • Classroom teachers make more use of fewer teaching and recording materials • Targeted use of interventions are having an impact
Curriculum • Refine a clearly sequenced curriculum that is built upon throughout the year with a focus on progression and spaced learning, including in Early Years • All staff develop an understanding of end points and progression for the wider curriculum and this is implemented across school • Systematic reviews of implementation to monitor progress	• The impact of a progressive and well sequenced curriculum which enables key knowledge to be built upon is evident through end points progression and assessment outcomes • All subject leaders to have had quality time to monitor the effectiveness of the curriculum and can speak with confidence about its implementation and impact

- Lead practitioners receive enhanced CPD to become subject champions and provide opportunities for training to secure subject knowledge for all teaching staff - Work with Trust to develop an effective approach to assessment - Making effective use of DCPro for foundation subject assessments - Engage in subject lead training to equip staff to support colleagues - Engage in subject reviews – SLT and peer to peer support, supported by Trust team to enhance subject leadership - Maximise the potential and impact of digital technology to support teaching and learning	- Consistency of practice across school by all staff – shared understanding of assessment and pedagogy used in school to ensure children are knowing more and remembering more - Highly effective working groups of subject leaders driving collaboration and improvement, supported by central Trust team

Personal Development

To continue to develop a safe and positive environment, ensuring an impact on behaviour and attitudes with a focus on:
- ALL staff having the knowledge and skills to support wellbeing and personal development effectively throughout school
- Ensuring an inclusive environment with a focus on supporting disadvantaged pupils, including those with SEND and complex needs
- Enhancing provision for personal development through wider opportunities for all pupils

Key Strategies to secure success	Success Criteria
Wellbeing - Pastoral team embed focus on supporting a safe and positive environment for all - Keep awareness of National and Local initiatives and funding opportunities to support wellbeing - Continue to develop use of Personal Development meetings with staff to support wellbeing and job satisfaction - Training tor staff to include bespoke training for those working with pupils in need of enhanced support and for challenging behaviour - Continue to have termly meetings with the school wellbeing team - Implement Mental Health First Aid plan - Continue to support staff in the effective delivery of RSE and PSHE curriculum - Promote personal development of all pupils through access to a wide, rich set of experiences **Behaviour** - Embed trauma informed approaches, ensuring all staff are well-trained and supported to implement behaviour strategy	**Wellbeing** - Positive staff voice in relation to employers' regard for their wellbeing - There is a strong focus on wellbeing and personal development - Increased productivity - Children and staff have a range of strategies to support their resilience and self-regulation - Consistency of language across school - ethos & culture - Staff feel confident they have the strategies to be able to support the wellbeing of ALL pupils and pupil wellbeing is not adversely impacting on learning for them or for other pupils - Improved work life balance **Behaviour** - All staff are confident implementing our behaviour strategy - There is a consistent approach to teaching pupils how to behave

• Embed behaviour strategy and behaviour charter with regular reviews and changes as necessary • Ensure explicit teaching of how to behave to promote high expectations and standards • Work with parents to embed the trauma informed approach in supporting a high level of behaviour **Supporting disadvantaged pupils including those with SEND and complex needs** • Training for all staff to further develop skills and knowledge relating to range of needs – SEND and complex • Supervision facilitated half termly for colleagues to bring cases • Training tor staff especially those who working with pupils in need of enhanced support • Continue to enhance the nurture room provision and ensure it is run effectively	• Reduced incidents of negative behaviour • Improved pupil wellbeing • All members of the community display mutual respect for each other and for their environment **Supporting pupils with complex needs** • Staff feel confident in supporting disadvantaged pupils, including those with SEND and complex needs • Clear pathways for help and advice are available for staff supporting pupils with complex needs • Staff are accessing appropriate training and it is impacting on their practice • The nurture room provides effective support for pupils that enables them to access learning