Holmes Chapel Primary School
School Development Plan
2022 – 2023

1 Curriculum Development	**Curriculum:** To further improve outcomes in core and foundation subjects by embedding consistent, high-quality pedagogy with a particular focus on: • the teaching of phonics and early reading • 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 • 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
2 Personal Development	**Staff and Pupil Wellbeing**: To further build on creating 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 • the application of trauma informed approach supports us in maintaining a high standard of behaviour and all staff have the knowledge and skills to support behaviour effectively throughout school • working towards implementing government policy regarding SEND with a focus on supporting pupils with complex needs • engaging with the Research School to ensure feedback and marking is having maximum impact on learning – supporting the curriculum and staff wellbeing
3 Developing the Learning Environment	To improve learning outcomes and experiences for all learners through: • Continuing to develop digital technology to effectively support teaching and learning across school • Improving the indoor and outdoor learning environments for all learners • Enhance provision for personal development through wider opportunities in an inclusive environment

Curriculum Development

English:
- Implement Little Wandle programme across school
- Improving outcomes in writing by developing effective progression, and improving application of spelling and grammar in writing
- Working with other schools to improve identified areas including - reading fluency, marking and feedback in writing and handwriting

Maths: To maintain and 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 effective implementation of Little Wandle across school – focus on improving intended outcomes for phonics and early reading - Embed the effective use of reading journals across school - Embed a clear curriculum sequence from EYFS for reading, writing, spelling and grammar, handwriting - Ensure progression in writing from year group to year group, ensuring effective teaching of Spag and its application in writing - 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 - Reading for Pleasure – further development of practice - Work with Trust English Director to focus on quality outcomes for writing, subject knowledge and English curriculum for Y2/6 - Engage with Trust specific groups for fluency, marking/feedback, and oracy	- Improved standards in phonics, achieving above national - 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 - Appropriate and timely evidence-based interventions impacting on progress and attainment for those who need it - 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 - A progressive and sequenced curriculum for spoken language and oracy is in place - Marking/feedback is effective in helping pupils to improve their own 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	- 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

- 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	- Classroom teachers make more use of fewer teaching and recording materials - Targeted use of interventions are having an impact
Curriculum - Embed 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 - 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 - 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	- 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 - 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	
Staff and Pupil Wellbeing: To further build on creating 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 - the application of trauma informed approach supports us in maintaining a high standard of behaviour and all staff have the knowledge and skills to support behaviour effectively throughout school - working towards implementing government policy regarding SEND with a focus on supporting pupils with complex needs engaging with the Research School to ensure feedback and marking is having maximum impact on learning – supporting the curriculum and staff wellbeing	
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 – individual school engaging in initiatives as appropriate to school and pupil needs – and sharing learning. For example, explore scope for training in Motivational Interviewing and Emotion Coaching - Continue to develop use of PM 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	**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

Key Strategies to secure success	Success Criteria
- 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 approach, ensuring all staff are well-trained and supported to implement behaviour strategy - Embed behaviour strategy with regular reviews and changes as necessary - Work with parents to embed the trauma informed approach in supporting a high level of behaviour **Supporting pupils with 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 for staff especially those who working with pupils in need of enhanced support	- 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 - 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 pupils with 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

Developing the Learning Environment

To improve learning outcomes and experiences for all learners through:
- Continuing to develop digital technology to effectively support teaching and learning across school
- Improving the indoor and outdoor learning environments for all learners
- Enhance provision for personal development through wider opportunities in an inclusive environment

Key Strategies to secure success	Success Criteria
Digital Technology - Devise a 3-year digital strategy and plan for replacement of hardware, curriculum and staff development - Embed a range of strategies for using digital technology to effectively support and enhance teaching and learning for all pupils - Ensure high quality teaching for pupils with SEND – use of digital technology to enhance practice **Learning Environment** To further improve the environment for learning with a focus on:- - Refurbishment of KS1 corridor area to facilitate individual and small group teaching opportunities - Develop playground/field areas, including forest/pond to improve outdoor facilities - Start a rolling programme of installation of Promethean screens in all teaching areas to replace Smartboards - Building/grounds maintenance projects to enhance the learning environment **Learning experiences** - Provide opportunities for a wide range of rich and diverse learning experiences to enhance our curriculum to nurture and develop talents and interests and prepare pupils for life	- Technology is used responsively for daily challenges - Technology is tailored to individual pupils' needs especially SEND pupils, is enhancing learning and having an impact on outcomes - Technology is supporting/reducing workload - All projects are enhancing the learning environment, having an impact on outcomes and personal development (a plan for refurbishment and enhancement is completed) - Personal development of pupils is consistently promoted, pupils have access to a range of opportunities