



## Bretherton Endowed CE Primary School - School Development Plan 2021 2022

*Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.*

### Quality of Education

**This aspect of our school development plan will be monitored by our curriculum and standards curriculum and evaluated through the use of school and governor monitoring.**

**Key Issue 1:** Ensure the teaching of English writing is sequenced with core skills and quality vocabulary so that all pupils progress well. To continue to foster and develop our children's love of writing. To find their author's voice and be able to develop stamina and accuracy and confidence to write to a variety of audiences, in a creative and technically accurate way. To raise attainment in writing for all children in particular for children with SEND

#### Rationale for Key Issue 1

- Impact of Covid and remote learning has hit writing outcomes in school more than maths and reading as it was more difficult to teach and feedback
- Internal data shows that outcomes in writing in every class are significantly lower than maths and reading
- Teachers anecdotal evidence states that children have low stamina for writing and some of their creativity and ideas for writing are weaker than before covid
- Mixed age classes is not showing progress as in the past
- Our more able thrive on our writing offer, however middle to lower ability children don't show the same level of academic attainment in our teacher assessments despite some Covid catch up in 2020 2021
- Through Covid-19 lockdown, take up of Maths and topic lessons was high, but feedback was that writing wasn't as high a priority with parents at home
- The acceptance that parents may have found the teaching of writing difficult at home with the sheer volume of key learning features, such as handwriting, grammar, vocabulary choices, spelling, creativity and punctuation.
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Allocated Budget: £1000

Linked Governor: Asha Rafferty

Period covered – Academic year 2021 2022

First review: Dec 2021

Second Review: March 2022

Third Review: July 2022

Milestone 1- December 2021

Milestone 2- March 2022

Milestone 3- July 2022

Objectives and Actions to address Key Issue

Time Scale

Led by

Cost/Resources

Evidenced

Governor/ SLT Evaluation, questions and actions

Success Criteria

To increase whole school opportunities to write for purpose to support internal moderation and sharing of expectations and exemplary models

Over the year – planned diary of events

AM

£500

Books  
Planning  
Staff meeting  
Gove report  
SL report

What is the impact of the whole school focus writes?  
  
Are all staff able to

- Moderated writing for each class shows gap reducing between lw/ma/ha
- Pupil outcomes in books will

<p>To continue to foster and develop our children's <b>love of writing</b>. To find their author's voice and be able to confidently write to a variety of audiences, in a creative and technically accurate way.</p> <p>Review of marking and feedback policy – cascaded and involving staff</p>				<p>Pupil discussions</p>	<p>moderate writing to show consistency?</p> <p>What does school consider to be an exemplary model? Is this a high standard? Is it achievable for the majority of / all children</p>	<p>show a pride in their work and good level of progress</p> <ul style="list-style-type: none"> <li>Children's ability to talk about their learning increases and confidence of using vocabulary in their writing improves as a result</li> <li>Staff are using their time well to complete the cycle of Plan, Do , Review</li> </ul>
<p>To ensure consistency of judgement in writing. To demonstrate rigour with resumed moderation of judgements both internally and externally with other schools.</p>	Termly	JC/Tardis	Staff time	<p>Books Moderation minutes</p>	<p>Can school evidence moderation ? and impact on progress after? What is the quality or improvements in quality that is seen each term?</p>	<ul style="list-style-type: none"> <li>All teaching staff are able to confidently moderate writing in their own year group</li> <li>Whole school moderation looks at progression in writing from Year R-6 as a whole rather than as individual classes</li> <li>TARDis moderation opportunities resume with professional conversations to improve writing and next steps for children</li> <li>To attain aspirational targets – KS1 higher attainers to be targeted to work towards gaining GDS in writing by end of KS2.</li> <li>Gap between Reading and Writing attainment to be closed</li> </ul>
<p>School to adopt a consistent approach to the teaching of spellings ( 2 years)</p>	Spring	JC	TBC	<p>Learning walks Data</p>	<p>What impact has consistent spelling teaching had on children? Why have you chosen that platform?</p>	<ul style="list-style-type: none"> <li>Data supports an improvement</li> <li>Children more confidently apply spelling rules in their writing</li> </ul>
<p>To undergo staff training using the Jane Consadine Write Stuff materials to improve practice through direct instruction and explicit practice of</p>	Autumn	AM/JC	£1000	<p>Books Staff meeting minutes SL monitoring</p>	<p>Can you see the model in books? Is it having the</p>	<ul style="list-style-type: none"> <li>Staff are able to reflect on their planning and include the vocabulary and modelling scaffold to improve writing</li> </ul>

<p>gathering vocabulary and ideas and increased modelling to scaffold learning Regular assessments and regrouping of pupils to move them on</p> <p>Reaffirm staff understanding of how to sequence lessons to maximise writing outcomes changed from Jane considine to Literacy Tree for planned outcomes</p>					<p>impact on staff planning? Delivery? And outcomes as expected?</p>	<ul style="list-style-type: none"> <li>Pupils access more advanced vocabulary , through gathering and using shared vocabulary</li> <li>Pupils are able to structure their writing more confidently and this doesn't inhibit more able writers.</li> </ul>
<p>To include teaching assistants in whole school training and specific vocabulary CPD to support teaching and learning</p> <p>Opportunities to talk to learn throughout the curriculum to support writing</p>	<p>Autumn and reviewed impact Spring</p>	JC	nil	<p>Meeting minutes Staff and children conversations</p>	<p>How do you know the training has impact?</p>	<ul style="list-style-type: none"> <li>All adults can effectively support all children to progress in writing</li> <li>Staff can describe and model the process of support</li> </ul>
<p>To attain aspirational targets –KS1 higher attainers to be targeted to work towards gaining GDS in writing by end of KS2. Gap between Reading and Writing attainment to be closed</p> <p>Pupil conferencing so pupils know what their own targets are</p> <p>High expectations at all times</p> <p>Review of marking and feedback to ensure more verbal and in the moment feedback completed so children can apply straight away. Same day intervention where possible.</p>	<p>Spring and summer</p>	JC	nil	<p>Pupil progress meetings Work scrutiny</p>	<p>Is there any change in assessment data? What is the data telling us? What can we see from the books?</p>	<ul style="list-style-type: none"> <li>Gap between reading and writing attainment is reduced.</li> <li>Through tracking more ks1 writers reach GDS at ks2</li> </ul>
<p>To participate in a triad peer review programme this year with a specific question to evidence of how school's implementation supports children's ability to write for a number of purposes independently</p>	<p>Aut – all year</p>	AM JC	<p>Nil donated by teaching school Usually £3000</p>	<p>Observation Book review Staff voice Pupil voice Planning scrutiny</p>	<p>What is evident from the initial visit? What are our next steps? How will we measure impact of our actions? What have we</p>	<ul style="list-style-type: none"> <li>Action plan linked to evidence taken from triad review makes a positive impact on pupil outcomes in writing</li> </ul>

					changed	
<p>To develop vocabulary through all aspects of the curriculum to ensure children are able to rehearse sentences and lead to writing in all curriculum subjects.</p> <p>Vocabulary for all subjects will be identified and shared with class teachers as an expectation of meeting each year group to support higher level of vocabulary understanding</p>	Spring	JC  SL	Nil cornerstones knowledge organisers and other resources	Books Pupil conversations	<p>Can children talk about their learning using key vocabulary? Can children recall learning using key language to see if remember it? What words are listed for particular age groups in particular subjects?</p>	<ul style="list-style-type: none"> <li>Children are given a real purpose to writing</li> <li>Children are able to articulate the language of their learning in other subjects using key vocabulary.</li> <li>Children begin to use and spell correctly and comprehend better as a result of greater word knowledge</li> </ul>
<p>Evaluation Term 1 and 2</p> <ul style="list-style-type: none"> <li>Started with PHSE, history; science and English</li> <li>Peer review completed and report received with action plan in place and working on</li> <li>Staff discussions regarding marking and feedback to ensure that staff can give effective and timely feedback based on EEF</li> <li>Launch of new scheme of work in writing to support the teaching of writing. Overhall of intent to add clarity for staff</li> <li>Positive moderation for all classes through TARDIS cluster</li> </ul>					<p>Implications for next term</p> <p>Monitor effectiveness of new plans, carefully review writing in books to ensure high standards</p>	
<p>Evaluations term 3</p>					<p><b>Next term c/f or identified</b></p> <ul style="list-style-type: none"> <li></li> </ul>	

## Key Issue 2: To maximise our technology in school to support teaching and learning

Rationale for Key Issue 2					Allocated Budget: £1500	
<ul style="list-style-type: none"> <li>Implementation of 1 to 1 devices through lockdown means that school is well stocked for devices per child</li> <li>Staff developed skills through remote learning of the google platform but without any formal training</li> <li>School's computing curriculum focus this year complements the need to use technology to support teaching and learning and workload</li> <li>Limited support offered through our tech support for the Google platform</li> </ul>					Linked Governor: Laurence Glew	
Period covered – Academic year 2021 2022						
First review: Dec 2021		Second Review: March 2022			Third Review: July 2022	
Milestone 1- December 2021		Milestone 2- March 2022			Milestone 3- July 2022	
Objectives and Actions to address Key Issue	Time Scale	Led by	Cost/Resources	Evidenced	Governor/ SLT Evaluation, questions and actions	Success Criteria
<p>Further develop our use of the 1 to 1 chromebooks through staff CPD from Google educator</p> <p>Staff to pursue the formal qualifications through Google over next 2 years.</p> <p>Staff CPD to upskill them on all Google applications to impact positively on pupil progress through the computing curriculum</p> <p>Staff CPD to move towards improvements./ enhancements in teaching and learning applications for assessment, feedback and free up staff for effective planning and ease of delivery</p> <p>Staff to develop understanding of how technology can support pedagogy and metacognition of how children learn best – sticky learning.</p>	2 years starting aut 2021	Ben Whittaker AM/SA	£1500 each year including 4 sessions a year for SLT. 4 sessions for whole staff inset sessions and ongoing telephone and email support Includes	Minutes of staff meeting Computing lesson walkthrough Pupil questionnaires	<p>How are we building on staff skills and tailoring the training to their starting points?</p> <p>What is the impact of CPD on our curriculum and pupil outcomes</p> <p>How many staff are pursuing the training?</p> <p>What aspects of technology is having greatest impact on teaching and learning?</p>	<ul style="list-style-type: none"> <li>Staff feel confident in teaching all aspects of the google computing curriculum and genral computing curriculum</li> <li>Staff are recognised for their skills in relation to Google external assessment opportunities and this is positive impact on our school reputation</li> <li>Staff lead their own development and start where they are for impact</li> <li>Staff encouraged to take risks in using technology to make teaching more efficient and purposeful to release time for planning and assessment</li> <li>Staff use technology to support the teaching of metacognition and the research is used to ensure learning ia the most effective.</li> </ul>

Evaluation Term 1 and 2 <ul style="list-style-type: none"> <li>• 2 sessions completed with staff</li> <li>• SLT support through google educator programme</li> <li>• Increased confidence in curriculum coverage of google apps</li> <li>• Improved confidence seen and application of learning evident in classes</li> <li>• Staff signed up for google educator level 1</li> <li>•</li> </ul>				Implications for next term <ul style="list-style-type: none"> <li>• How to use technology to support metacognition</li> </ul>	
Evaluations term 3				<b>Next term c/f or identified</b> <ul style="list-style-type: none"> <li>•</li> </ul>	

**Key Issue 3:** To further complement teachers subject knowledge to plan sequence of work using CPD which develops teachers understanding of metacognition, long term memory and retention of knowledge and application of skills, ensuring that summative assessment is accurate and efficient and end points are clearly defined through our Cornerstones curriculum.

<p>Rationale for Key Issue 3</p> <ul style="list-style-type: none"> <li>• After 1<sup>st</sup> year of Cornerstones, staff have seen an improved balance in workload and children a vitality through revived themes</li> <li>• Staff in school lead multiple subjects and as we have mixed age classes , our 2 year plans are developed and offer opportunities to build on skills</li> <li>• Staff lead subjects without degree specialisms</li> <li>• Cornerstones allows subject leader and whole school to document the content, the links between learning and assessments.</li> <li>• Staff are more confident in adapting and enriching the themes to our children</li> <li>• Success of first year of cornerstones and children’s enthusiasm for learning and sticky learning is evident through pupil discussions.</li> </ul>	Allocated Budget: £2000
	Linked Governor: Jeff Christie

Period covered – Academic year 2021 2022

First review: Dec 2021                      Second Review: March 2022                      Third Review: July 2022

Milestone 1- December 2021                      Milestone 2- March 2022                      Milestone 3- July 2022

Objectives and Actions to address Key Issue	Time Scale	Led by	Cost/Resources	Evidenced	Governor/SLT Evaluation, questions and actions	Success Criteria
<p>Enhanced CPD to upskill SL to inspire subjects for all teacher and ensure high standard of lessons in all subjects Look to subject specialists for delivery of CPD</p> <p>Subject leaders to be given a half day per subject leaderships</p>	Sept	SL and AM	£400 CPD subject leader updates	Subject leader reports Action plan updates Subject leader meetings Minutes	<p>What areas are on the list to include? How do you know? What is the quality of the CPD? What is the impact on learning?</p>	<ul style="list-style-type: none"> <li>• Develop further staff’s knowledge of subject expectations in all year groups</li> <li>• Staff will feel more confident in trying some new things in aspects of the curriculum they feel less confident in</li> <li>• Each staff member has the confidence and knowledge to support teaching and learning throughout school</li> <li>•</li> </ul>
<p>Shared understanding of how knowledge and skills are balanced within our curriculum to</p>	Sept	All teaching staff	Within cost of resource	Work review  Learning walks	<p>How will you know you are succeeding? What do pupils remember?</p>	<ul style="list-style-type: none"> <li>• Develop staff’s understanding of the science of learning</li> </ul>

<p>ensure children are demonstrating 'sticky learning' and skills and developed and used within and across subjects</p> <p>Use of knowledge organisers</p> <p>Development of key subject vocabulary</p> <p>Children taking responsibility to reflect on their learning and how to apply skills and how learning links together</p> <p>Use quizzes and revisiting of the curriculum to ensure learning has been embedded- teachers to use lesson study to trial changes in practice to establish success and share with others once established</p> <p>Support staff with more google training to incorporate quizzes and real time assessments</p> <p>Children with SEND need support provided forhome life ?</p>				<p>Staff meeting discussions Gov minutes</p> <p>Pupil progress meetings</p> <p>Subject leader reports and action plans</p>	<p>What has provided the greatest impact?</p>	<ul style="list-style-type: none"> <li>• Develop children's subject specific vocabulary</li> <li>• Teachers have high expectations for all subjects and all children's progress within</li> <li>• Learning strategies tried and tested to build practitioner skills</li> </ul>
<p><b>Internal and if possible external moderation</b> of all subjects in particular English Math and Science to ensure high expectations, standards and outcomes as a result of teaching Cornerstone curriculum</p> <p>Staff to be able to assess all subjects using cornerstones through adding topics</p> <p>Staff to be able to create their own</p>	<p>Spring</p>	<p>All staff</p>	<p>Staff meeting time Inset time Moderation documents</p>	<p>Moderation documents Pupils progress meetings</p>	<p>What has worked well? Where are the strengths?</p>	<ul style="list-style-type: none"> <li>• all pupils achieve well</li> <li>• evidence that cornerstone has raised standards and behaviours for learning</li> </ul>



<p>topics and use as assessments</p> <p>Review science in relation to cornerstones to promote high standards</p>						
<p>Evaluation Term 1 and 2</p> <ul style="list-style-type: none"> <li>• Staff CPD of how to use cornerstones to assess and plan lessons and topics</li> <li>• Links to Louise McCardle metacognition and cognitive science CPD next year</li> <li>• List of key vocabulary for each class and each subject</li> <li>• Revised subject leader monitoring to ensure answer key questions and deep dive into subjects</li> <li>• More subject reviews have identified key learning over the year groups in discrete subjects to ensure Cornerstones is designed for our pupils and with sequential learning with mixed age classes.</li> </ul>					<p>Implications for next term</p> <ul style="list-style-type: none"> <li>• Look for links between learning in topics.</li> <li>• Plot british values and Christian values</li> </ul>	
<p>Evaluation term 3</p>					<p>Implications for next year</p> <ul style="list-style-type: none"> <li>•</li> </ul>	

- **Key Issue 4:** To embed further, our work on **learning behaviours** so that children leave Bretherton with all the tools to be self motivated, independent, learners who will succeed in their education and beyond.

Rationale for Key Issue 4					Allocated Budget: £500	
<ul style="list-style-type: none"> <li>• Post Covid, children have gaps in their ability to focus, listen, communicate, apply</li> <li>• Some children are struggling with self motivation and attention in learning</li> <li>• To complement staff's development and understanding to develop these skills in children</li> </ul>					Linked Governor: curriculum committee	
Period covered – Academic year 2021 2022						
First review: Dec 2021		Second Review: March 2022			Third Review: July 2022	
Milestone 1- December 2021		Milestone 2- March 2022			Milestone 3- July 2022	
Objectives and Actions to address Key Issue	Time Scale	Led by	Cost/Resources	Evidenced	Governor/SLT Evaluation, questions and actions	Success Criteria
To support children's knowledge and understanding of learning behaviours	Ongoing	AM	Staff meeting time	Pupil voice Walk through	What is the impact of this?	<ul style="list-style-type: none"> <li>• Children are able to discuss how they learn</li> <li>• Children are able to use the strategies to support their resilience and motivation</li> </ul>
To develop staff and children's understanding of metacognition to support and impact on learning	Ongoing	AM	nil	Learning walks Pupil conversations	What has had the greatest impact on outcomes?	<ul style="list-style-type: none"> <li>• Children and staff are able to use their understanding of metacognition as positive impact on learning.</li> </ul>
To use the EEF toolkit to encourage staff to use research to inform practice	Ongoing	AM	Staff meeting time	Book look Staff meeting minutes Appraisal targets	What have you employed and what is the impact?	<ul style="list-style-type: none"> <li>• Staff and pupils benefit from the research on offer</li> <li>• The improvements impact on teaching and learning both now and in the future.</li> </ul>
Evaluation Term 1 and 2					Implications for next term	
<ul style="list-style-type: none"> <li>• HT using EEF to underpin decisions for school – linked to feedback; developing ks1 and ks2 literacy, maximising impact of TA's, use of technology, metacognition training#</li> <li>• This to be cascaded by HT to staff through staff meetings</li> <li>• Use of walk thru to support staff PM targets</li> <li>•</li> </ul>					<ul style="list-style-type: none"> <li>• More planned approach for staff meetings to review walk thru and trial improvements in practice as a result7reflect on PM meetings how teachers are progressing with their own areas.</li> </ul>	
Evaluation term 3					Implications for next year	
					<ul style="list-style-type: none"> <li>•</li> </ul>	

- **Key Issue 5:** To foster the **creative arts** so that our children have the opportunity to see their talents in all aspects of school life. From drama, public speaking, debating, arts, design, and music by working towards the National Arts Mark, we aim to offer our children a diverse spectrum of opportunities to excel.

Rationale for Key Issue 5					Allocated Budget: £1000	
<ul style="list-style-type: none"> <li>• Strength in our curriculum provision and enrichment opportunities</li> <li>• Wanting external validation of our exemplary practice and opportunities for creative arts.</li> <li>• Experienced and strong art and design subject leader</li> <li>• Talented pupils who enjoy sharing their success with others</li> <li>• Strengthens a comprehensive curriculum with enrichment above that on offer in other schools</li> </ul>					Linked Governor: Helen Fowler	
Period covered – Academic year 2021 2022						
First review: Dec 2021		Second Review: March 2022			Third Review: July 2022	
Milestone 1- December 2021		Milestone 2- March 2022			Milestone 3- July 2022	
Objectives and Actions to address Key Issue	Time Scale	Led by	Cost/Resources	Evidenced	Governor/SLT Evaluation, questions and actions	Success Criteria
<p>Subject leader to sign up and work towards the Arts Mark this year</p> <p>Complete CPD to support leadership in aspects identified ( if any)</p>	Autumn	LH	£500	Collection of evidence through blogs, books, plans and visitors Pupil voice Parents voice	<p>How are you progressing towards your goals? What CPD have you identified?</p>	<ul style="list-style-type: none"> <li>• High quality external validation of our arts curriculum</li> <li>• More opportunities for children to see their talents and interests reflected in school</li> <li>• Subject leader moved further into expert</li> </ul>
<p>Design a suite of CPD for staff on practical art skills that will enhance their practice and impact positively on children’s learning</p> <p>To access Art consultant for subject specific practical CPD (Cumbria)</p>	Autumn	LH	£500	Minutes and CPD plans Work in books and quality of teaching Evaluation of CPD	<p>What is the impact on this staff development on outcomes for children?</p>	<ul style="list-style-type: none"> <li>• Targeted CPD for staff who require or want it</li> <li>• Higher expectation of staff and pupils in relation to outcomes</li> <li>• Sharing of good practice</li> </ul>
<p>To promote further the use of Art Ambassadors as pupil voice groups for the quality and evaluation of art and design offer</p>	Autumn	LH	nil	Pupil voice Minutes art ambassador meetings Learning walks	<p>What do the Art Ambassador say are the strengths and areas for development?</p>	<ul style="list-style-type: none"> <li>• Pupils who are able to discuss their love of the arts and the experiences they have</li> </ul>
<p>Evaluation Term 1 and 2</p> <ul style="list-style-type: none"> <li>• Staff meeting to launch</li> <li>• School art ambassador training and allocation</li> <li>• Start of sketch books</li> </ul>					<p>Implications for next term</p> <ul style="list-style-type: none"> <li>• To plan upskilling CPD</li> </ul>	

<ul style="list-style-type: none"><li>• Art counsellors trip to Van Gogh</li><li>• Art displays</li><li>• Increased dance opportunities – class 2</li><li>• Choir and young voices</li><li>• SL shared focus and key learning so clear intent</li></ul>	
Evaluation term 3	Implications for next year <ul style="list-style-type: none"><li>•</li></ul>

## Personal Development

**This aspect of our school development plan will be monitored by our curriculum and standards curriculum and evaluated through the use of school and governor monitoring.**

**Key Issue 1: To re-establish and extend the range of extra curricular opportunities provided by the school and external providers**

**SIAMS Strand 1: Vision and Leadership**

**SIAMS Strand 2: Knowledge , Wisdom and Skills**

**SIAMS Strand 3: Character development: Hope aspiration and courageous advocacy**

Rationale for Key Issue 1

- Post Covid, children have missed nearly 16 month of disruption to extra curricular activities
- Disruption to connecting with other classes negatively impacted on children

Allocated Budget: £1200 PPG

Linked Governor: Sport premium – Anita Berry

Period covered – Academic year 2021 2022

First review: Dec 2021

Second Review: March 2022

Third Review: July 2022

Milestone 1- December 2021

Milestone 2- March 2022

Milestone 3- July 2022

Objectives and Actions to address Key Issue

Time Scale

Led by

Cost/Resources

Evidenced

Governor Evaluation, questions and actions

Success Criteria

Compile a plan of external providers and staff running clubs from Sep 2021

September

AM/ School office

£300 reduction in income for external providers to generate more interest

Newsletter  
Timetables  
Website  
School council minutes

How many children are accessing the different groups?  
What different opportunities are we providing?  
Are there any safeguarding issues with the increase number in clubs?

- High number of children accessing the after school clubs
- Children feel their talents are represented in clubs
- A wide variety of clubs on offer

Continue to invite trusted partners to contribute a wide range of activities

Consult with the school council on the range of activities to offer

Evaluation Term 1 and 2

- Reviewing external after school club offer with existing provider
- Look for new after school clubs and staff run clubs after Christmas – if bubbles not needed
- Staff led clubs resumed in Spring with high take up
- The hub offering additional club on Fridays
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Implications for next term

- Track take up form ks1 and 2 to see where gaps are
- Take feedback from parent forum on clubs on offer

Evaluation term 3

Implications for next year

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**Key Issue 2: To support all stakeholders in keeping children safe online through CPD for staff and parents and high quality upto date lessons in aspects of cyberbullying, online safety and acceptable use.**

**SIAMS Strand 1: Vision and Leadership**

**SIAMS Strand 2: Knowledge , Wisdom and Skills**

**SIAMS Strand 3: Character development: Hope aspiration and courageous advocacy**

Rationale for Key Issue 1 <ul style="list-style-type: none"> <li>• Post Covid, children Nationally have been exposed to greater risks online</li> <li>• 1 to 1 devices in school now mean that children have more access to devices at school and at home</li> <li>• Some incidents out of school last year heightened our awareness of the risks</li> <li>• Staff questionnaire highlighted lack of confidence in some aspects of upto date technology</li> <li>• Launch of Jigsaw PHSE, we reviewed content for online safety and felt it could be enhanced</li> <li>• Changes to KCSiE</li> </ul>	Allocated Budget: £400
	Linked Governor: Laurence Glew

**Period covered – Academic year 2021 2022**

First review: Dec 2021	Second Review: March 2022	Third Review: July 2022
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Milestone 1- December 2021	Milestone 2- March 2022	Milestone 3- July 2022
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Objectives and Actions to address Key Issue	Time Scale	Led by	Cost/Resources	Evidenced	Governor /SLT Evaluation, questions and actions	Success Criteria
<p>Subscribe to National Online Safety platform to provide parents with an app for a mobile device so they can access the resources at home to keep parents safe</p> <p>NOS to provide upto date and convenient CPD for all staff in order to upskill their understanding</p> <p>NOS to provide lesson plans in online safety aspects to complement and personalise our PHSE curriculum.</p> <p>To get National Accreditation for our work on online safety</p>	August 2021	SA AM	£400 ( reduced as champion school)	Incident monitoring Speaking to children Parent questionnaires Learning walks Workscuritiny Pupil and staff questionnaire	<p>How many parents are accessing the app?</p> <p>What training has been achieved?</p> <p>Impact on pupils understanding?</p> <p>Impact on staff confidence?</p>	<ul style="list-style-type: none"> <li>• Children will know what to do in event on online safety concerns</li> <li>• Staff are confident in teaching upto date aspects of the online safety curriculum</li> <li>• Staff, pupil and parent questionnaires return positive comments about the resource and how we use it.</li> </ul>

Evaluation Term 1 and 2				Implications for next term		
<ul style="list-style-type: none"> <li>• SL completed online lead training</li> <li>• HT completed safeguarding lead training on online safety</li> <li>• All staff to complete NOS online safety training</li> <li>• Parents encouraged to utilise the app to support discussions at home</li> <li>• Lessons trialed by class 3 and 4 – launch of revised IT curriculum to roll out after Christmas – Spring 1</li> <li>• Online safety assembly led by class 3 and other classes and parents workshop planned and delivered by SL</li> <li>• Reporting tool for pupils with increased accountability for 1 to 1 device use and increased monitoring by all class teachers.</li> </ul>				<ul style="list-style-type: none"> <li>• Monitor reporting tool</li> </ul>		
Evaluation term 3				Implications for next year		
				<ul style="list-style-type: none"> <li>•</li> </ul>		

## Behaviour and Attitudes

**This aspect of our school development plan will be monitored by our curriculum and standards curriculum and evaluated through the use of school and governor monitoring.**

**Key Issue 1: To re-establish clear expectations in regard to behaviour and attitudes ensuring that all in school grow and succeed under the principles of kindness and through the restorative approach**

**SIAMS Strand 1: Vision and Leadership**  
**SIAMS Strand 2: Wisdom and Knowledge**  
**SIAMS Strand 4: Community and Living Well Together**  
**SIAMS Strand 5: Dignity and Respect**

Rationale for Key Issue 1

- Children have had limited access to whole school after being in bubbles
- Children have had mixed experiences during remote learning and social and emotional learning has been negatively impacted on some children's wellbeing
- Children have missed the community worships despite having them through lockdown where our values were reinforced
- Through bubbles, children have had limited access to other children- younger and older.
- Initial reflection that some children are not showing the same level of manner and respect to each other and staff
- Wellbeing of all parties has been affected through lockdown and Covid in general
- Parents have been supported more than ever before and we need to continue this during the year
- Social occasions such as lunch times and breaktimes are vital for children to experience positive interactions and learn how to cooperate and respect each other

Allocated Budget: £nil

Linked Governor: Tommy Wilson/ Pam Aspden Safeguarding and wellbeing Governor

Period covered – Academic year 2021 2022

First review: Dec 2021

Second Review: March 2022

Third Review: July 2022

Milestone 1- December 2021

Milestone 2- March 2022

Milestone 3- July 2022

Objectives and Actions to address Key Issue	Time Scale	Led by	Cost/Resources	Evidenced	Governor Evaluation, questions and actions	Success Criteria
CPD for staff looking at key educational texts - kindness principle; restorative practice; when adults change – behaviour.  Review of our Behaviour for Learning policy by all stakeholders	Autumn	AM	£50 texts	Staff meeting minutes CPOMS incidents Staff appraisals Conversations with pupils Lunch time	<a href="#">How will we measure the impact?</a>  <a href="#">How will it fit into our Christian values?</a>	<ul style="list-style-type: none"> <li>• Children are able to clearly understand the behaviour policy and be able to self regulate</li> <li>• Children can more easily repair damage to friendships after conflict</li> <li>• Staff feel confident to be able to apply the policy</li> </ul>



<p>Visual reinforcement of class and school expectations</p> <p>Possible consultation of draft relational policy circulated to key stakeholders</p> <p>ELSA training to continue</p> <p>Policy finalised Summer 2022</p>				<p>behaviour</p> <p>Classroom monitoring by SLT</p> <p>Observations on behaviour</p> <p>Pastoral support list</p> <p>School website</p> <p>Govs HT report</p>		<ul style="list-style-type: none"> <li>• Children are able to speak clearly about how to behave and the strategies to repair relationships</li> <li>• Parents feel confident in our policy</li> </ul>
<p>Re establish high quality Celebration and whole school worship to celebrate and teach our values, demonstrated throughout school life.</p>	Autumn	AM	nil	<p>Worship evaluation</p> <p>Parental feedback</p>	<p>Evidence taken from worship evaluations</p> <p>Governors invited</p>	<ul style="list-style-type: none"> <li>• High quality worship leads to increased children understanding of their faith</li> <li>• Values are fully embedded in all aspects of school life</li> </ul>
<p>Through our mission statement, to support children to 'Grow' through focus on wellbeing and improved mental health across school.</p>	Autumn	AM	nil	<p>CPD list</p> <p>Appraisal meetings</p> <p>Pupil questionnaires</p> <p>Staff questionnaires</p>	<p>What does this look like for staff?</p>	<ul style="list-style-type: none"> <li>• Wellbeing is evident through policies and communication</li> <li>• Regular times to discuss impact and ensures stays high priority</li> <li>• Staff feel supported to do their job</li> </ul>
<p>Evaluation Term 1 and 2</p> <ul style="list-style-type: none"> <li>• Worship resumed and links to mission statement and values</li> <li>• Class worships linked to understanding of our mission statement</li> <li>• Started consultation with staff re behaviour policy- staff meeting on restorative approaches and golden time</li> <li>• Worship looked at mission statement and explicit lessons in class 3 and 4</li> <li>• Reinforcement through displays in school</li> <li>• Revisit of values in all worship and planned strategically</li> <li>•</li> </ul>					<p>Implications for next term</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p>Evaluation term 3</p>					<p>Implications for next year</p> <ul style="list-style-type: none"> <li>•</li> </ul>	

Key Issue 2: To further enhance our teaching in Diversity through LCC Equality and Diversity Award						
SIAMS Strand 1: Vision and Leadership						
SIAMS Strand 2: Knowledge , Wisdom and Skills						
SIAMS Strand 3: Character development: Hope aspiration and courageous advocacy						
Rationale for Key Issue 2 <ul style="list-style-type: none"> <li>Rural setting and lack of diversity within school and limited within our community</li> </ul>					Allocated Budget: £400	
					Linked Governor: Rev Michael	
Period covered – Academic year 2021 2022						
First review: Dec 2021		Second Review: March 2022			Third Review: July 2022	
Milestone 1- December 2021		Milestone 2- March 2022			Milestone 3- July 2022	
Objectives and Actions to address Key Issue	Time Scale	Led by	Cost/Resources	Evidenced	Governor /SLT Evaluation, questions and actions	Success Criteria
<p>To review our curriculum in relation to aspects of Diversity and ensure there are more opportunities to show the diverse world we live in and support our children’s understanding of what diversity and equality looks like to them as citizens of the world ( 5 awards over 3 years)</p> <p>Staff training around cultural diversity</p> <p>Representations of cultural diversity throughout the curriculum mapped in each class and themes</p> <p>Audit resources in school to ensure that there is a range available</p>	2021 2022	SA	£300	Collection of evidence from learning walk, Pupil and parent questionnaires Curriculum reviews Scrutiny of enrichments	<p>What do the children say about their understanding of equality and diversity?</p> <p>What does this look like in school?</p> <p>How can I see the work?</p>	<ul style="list-style-type: none"> <li>All stakeholders understand why diversity and equality are key to being a good citizen</li> <li>That our core values are evident in words and actions of children , staff and governors</li> <li>Children are able to talk about what diversity is and have had opportunities to challenge their understanding and actions.</li> <li>All stakeholders will feel values and respected</li> </ul>
Evaluation Term 1 and 2 <ul style="list-style-type: none"> <li>Started to add extra texts in school looking or having diverse characters – linked to all main groups examples of all diversity</li> </ul>					Implications for next term <ul style="list-style-type: none"> <li>AM to share cultural diversity and inclusion training from LCC with staff as staff meeting in summer 2022</li> </ul>	

<ul style="list-style-type: none"> <li>• Beginning to map through SMSC</li> <li>• October black history month linked to learning, display and worship</li> <li>• PTFA agreed to purchase a list of books that demonstrate diversity</li> <li>• New English scheme of work linked to clear diverse texts which will increase current offer</li> <li>• Visitors in school – cultural education in visit, working with all school council and creation of diversity display for hall</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Weaving links to diversity and BV and Christian values through the curriculum identified and clearly mapped.</li> </ul>
<p>Evaluation term 3</p>	<p>Implications for next year</p> <ul style="list-style-type: none"> <li>•</li> </ul>

## Leadership and Management

**This aspect of our school development plan will be monitored by our curriculum and standards curriculum and evaluated through the use of school and governor monitoring.**

**Key Issue 1: To improve the outcomes of all pupils with SEND or who are considered disadvantaged enabling them to flourish**

**SIAMS Strand 1: Vision and Leadership**

**SIAMS Strand 2: Knowledge, wisdom and skills**

**SIAMS Strand 3: character development: hope, aspiration and courageous advocacy**

**SIAMS Strand 5: Dignity and respect**

Rationale for Key Issue 1

- Despite staff engagement with all pupils throughout lockdown and high quality learning, children with SEND struggled more than most with being at home.
- SEND pupil data is not in line with non send
- Strong SEND knowledge of SENDco and pastoral TA out of class 3 days/

Allocated Budget: £850

Linked Governor: Gwyneth Lloyd

Period covered – Academic year 2021 2022

First review: Dec 2021

Second Review: March 2022

Third Review: July 2022

Milestone 1- December 2021

Milestone 2- March 2022

Milestone 3- July 2022

Objectives and Actions to address Key Issue	Time Scale	Led by	Cost/Resources	Evidenced	Governor Evaluation, questions and actions	Success Criteria
<p>To ensure quality first teaching in all classes</p> <p>Interventions both in class and out of class considered and planned for SEND pupils to have IEP to support learning with targets that are measurable to show impact</p> <p>Sendco to support in planning COVID recovery and national tutoring along with the class teachers.</p> <p>Teaching and learning of SEND children will be targeted and</p>	Aut	AM	£50	<p>Learning walks</p> <p>Conversation</p> <p>Pupil progress meetings</p> <p>HT report to Govs</p> <p>Governor monitoring report</p> <p>Staff meeting schedule on talking</p> <p>Peer review documents</p>	<p>Send vs non send?</p> <p>Barriers to learning</p> <p>How do we baseline for academic performance?</p>	<ul style="list-style-type: none"> <li>• SEND data will show accelerated results for all ppg and send pupils</li> <li>• Send governor can talk confidently about the impact</li> <li>• Children are aware of what they need to do to achieve</li> <li>• Pupil voice of all children is positive</li> <li>•</li> </ul>

enhanced as a result of the meetings						
Support through specialist teachers such as dyslexia, behaviour consultants, speech and language where needed.  Staff CPD linked specifically to how staff can overcome barriers and how to differentials without capping potential The use of the 'Inclusive Classroom' text to foster improvement in enabling all children access the curriculum with high expectations.	Aut	AM	£800	Pupil voice Staff meeting minutes Send pupil data Send pupil progress data	Send Governor can see impact on data and wellbeing of send pupils Discussions with staff and learning walks evidence those differentiated classrooms and lessons	<ul style="list-style-type: none"> <li>All children are identified and are having their needs met</li> </ul>
SEND children progress monitoring to include data at pupil progress meetings as usual with all class staff and sendco drop in to class Specific groups will be identified and planning reviewed to ensure progress is being made over time.	Aut	AM	nil	Data analysis Pupil progress meetings Pupil questionnaires	Does the data show improvement as a result of CPD?	<ul style="list-style-type: none"> <li>All data to be reviewed and actions planned for immediate change if no progress for any child with PPG or SEND</li> <li>Send governor to support evaluation of success</li> </ul>
PPG children to be monitored every half term and included in potential national tutoring scheme	Aut / Spring catch up	AM LH	£2000	Pupil progress meetings Benchmarking and target setting	What does the data show?	<ul style="list-style-type: none"> <li>PPG will show increased progress that can be measured</li> <li>Report to send governor and walk around will evidence progress</li> </ul>
Evaluation Term 1 and 2 <ul style="list-style-type: none"> <li>Monitoring through groups and data collection</li> <li>CPD ready – just need to be timetabled in</li> <li>Professional development from dyslexia specialist and associated resources</li> <li>Staff meeting using 'inclusive classroom' to be developed further</li> <li>Interventions planned carefully as part of in class and national tutoring</li> </ul>					Implications for next term <ul style="list-style-type: none"> <li>Evaluation of interventions from national tutoring and in school tutoring</li> <li>Pupil interviews</li> </ul>	
Evaluation term 3					Implications for next year <ul style="list-style-type: none"> <li></li> </ul>	

## Christian Distinctiveness

**This aspect of our school development plan will be monitored by our curriculum and standards curriculum and evaluated through the use of school and governor monitoring.**

**Key Issue 1: To reunite our school community and roll out our vision and mission statement with children and staff and community**

**SIAMS Strand 4: Community and living well together**

**SIAMS Strand 6: The impact of collective worship**

Rationale for Key Issue 1

- Inability to gather together in person for collective worship
- Pupil voice teams unable to fulfil their roles
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Allocated Budget: £250

Linked Governor: Rev Michael

Period covered – Academic year 2021 2022

First review: Dec 2021

Second Review: March 2022

Third Review: July 2022

Milestone 1- December 2021

Milestone 2- March 2022

Milestone 3- July 2022

Objectives and Actions to address Key Issue	Time Scale	Led by	Cost/Resources	Evidenced	Governor Evaluation, questions and actions	Success Criteria
<p>Explicit lessons for children within class workshops and whole school worship</p> <p>Clear whole year timetable for Christian festivals</p> <p>Use of monitoring through ethos group evaluation of worship</p> <p>Pupils resuming more leadership in worship</p> <p>Purchase of Fischy music for worship and ipad used for worship music</p>	By Christmas	AM	£250	<p>Evaluation book</p> <p>Pupils conversations</p> <p>Class displays</p> <p>Pupil and governor reports</p> <p>Worship book</p> <p>Collective worship planner</p>	<p>Can we see the impact on the quality of worship and guests?</p> <p>What do the children feel about worship?</p> <p>What is the impact of class worship?</p>	<ul style="list-style-type: none"> <li>• High quality worship through guests, staff and pupils</li> <li>• Pupils lead regular worship and this starts with year 6 and cascades down to younger children</li> <li>• Timetable ensures all staff are aware of themes to come and better planned events take place</li> <li>• Linking the mission statement means that pupils understand what it looks like in real life</li> </ul>
<p>Evaluation Term 1 and 2</p> <ul style="list-style-type: none"> <li>• Ethos led remembrance and harvest assemblies</li> <li>• Plans for Christmas worship and carol service led by year 6</li> <li>• To promote greater involvement by Ethos group for evaluation of worship and planning</li> <li>• Regular evaluation of worship through evaluation book</li> </ul>					<p>Implications for next term</p> <ul style="list-style-type: none"> <li>• Further children/ethos involvement</li> </ul>	

<ul style="list-style-type: none"><li>• Work with St James ethos group on their conference day</li><li>•</li></ul>	
Evaluation term 3	Implications for next year <ul style="list-style-type: none"><li>•</li></ul>