



# School Development & Self Evaluation Plan (SEF/SDP) 2020/21

Updated September 2020

## School Vision

Birch Hill is an inclusive and respectful school. In collaboration with parents, and the wider community, we work to enable all children to develop their **aspiration**.

We believe that teaching and learning should be inspiring. We create challenging opportunities, which encourage children to develop respectful attitudes towards learning and all members of our school community. All children are encouraged to take responsibility, think for themselves and respect others.

The key to learning at Birch Hill is for everyone to **learn, believe** and achieve **together**.

| Pupil profile  |   |                                |                         |
|--|---|--------------------------------|-------------------------|
| Number on roll: 432<br>(Jan 2019 Census)   | Attendance: 96%   | Mobility: [National Average X] | Persistent Absence (PA) |
| School: 399 (2019/20)  | Serious Incidents Racist: 0   | Bullying: 0                    | Complaints: 0           |
| Nursery: 26  | Fixed Term Exclusions; 3  |                                |                         |
| Contextual information   |   |                                |                         |
| % girls % boys   | Girls: 221 Boys: 211  |                                |                         |
| All SEND   | 61 children 14.1% [Super Profile]   |                                |                         |
| SEND Support +   | 57 children 13.2 [Super Profile]  |                                |                         |
| EHCPs  | 4 children 2% [National Average X]  |                                |                         |
| Pupil Premium  | 60 children 15% [National Average X]  |                                |                         |
| FSM  | 52 children 12.4% [DfE] [Nat Av - 15.8]   |                                |                         |
| Minority Ethnicity   | 104 children 26% [National Average X]   |                                |                         |
| EAL  | 72 children 16.7% [National Average X]  |                                |                         |
| Deprivation  | Band 2 (20-40) = 6.3%<br>Band 3 (40-60) = 59%<br>Band 4 (60- 80) = 28.9%<br>Band 5 (Least 20%) = 5.6% |                                |                         |
| <p><b>Other significant factor to share?</b></p> <p><i>Birch Hill is a community school with stable staff, high pupil roll uptake, where the vast majority of parent engage and support the school. We have been a Good school for the last two Ofsted inspections. We work well to support children's SEND needs and offer a range of good quality SEND provision. We have an excellent range of well-being and personal development initiatives, including; Nurture, Play therapy, Sunshine Room. Our Golden Rules and BLP develop children's independence and sense of taking responsibility.</i></p> |   |                                |                         |

Data targets for 2021 to be completed Autumn 2 assessments

Main themes

- Reading
- Writing
- Maths
- Groups

| <b>KS2 Expected Standard or Above Attainment (EXS)</b>                         | <b>School 2019</b> | <b>LA</b> | <b>National</b> | <b>Target 2020</b> | <b>Targets 2021</b> |
|--|--------------------|-----------|-----------------|--------------------|---------------------|
| % achieving the expected standard or above in reading                          | 72                 | 76        | 73              | 75                 | ?                   |
| % achieving the expected standard or above in writing                          | 78                 | 79        | 78              | 78                 | ?                   |
| % achieving the expected standard or above in mathematics                      | 72                 | 79        | 79              | 75                 | ?                   |
| % achieving the expected standard or above in SPaG                             | 74                 | 80        | 78              | 79                 | ?                   |
| % achieving the expected standard or above in reading, writing and mathematics | 60                 | 64        | 65              | 65                 | ?                   |
| <b>Higher Level Attainment (GDS)</b>   | <b>School</b>      | <b>LA</b> | <b>National</b> | <b>Target 2020</b> |                     |
| % achieving the 'high level' in reading  | 22                 | 27        | 27              | 27                 | ?                   |
| % achieving the 'high level' in writing  | 21                 | 18        | 20              | 21                 | ?                   |
| % achieving the 'high level' in mathematics                                    | 28                 | 27        | 27              | 26                 | ?                   |
| % achieving the 'high level' in SPaG   | 34                 | 37        | 36              | 36                 | ?                   |
| % achieving the 'high level' in reading, writing and mathematics               | 12                 | 9         | 10              | 11                 | ?                   |

| <b>Average Scaled Score</b> | <b>School</b> | <b>LA</b> | <b>National</b> | <b>Target 2020</b> |  |
|-----------------------------|---------------|-----------|-----------------|--------------------|--|
|-----------------------------|---------------|-----------|-----------------|--------------------|--|

|                    |     |     |     |   |  |
|--------------------|-----|-----|-----|---|--|
| <b>Reading</b>     | 104 | 105 | 104 | - |  |
| <b>SPaG</b>        | 106 | 106 | 106 | - |  |
| <b>Mathematics</b> | 104 | 105 | 105 | - |  |

| <b>Progress</b>    | School | LA | Rating  | Target 2020 |  |
|--------------------|--------|----|---------|-------------|--|
| <b>Reading</b>     | -0.40  |    | Average | 0.0         |  |
| <b>Writing</b>     | 0.08   |    | Average | 0.0         |  |
| <b>Mathematics</b> | -1.04  |    | Average | 0.0         |  |

| <b>KS1 Expected Standard or Above Attainment</b>                 | School | LA | National | Target 2020 |  |
|--|--------|----|----------|-------------|--|
| <b>% achieving the expected standard or above in reading</b>     | 76     | 79 | 75       | 76          |  |
| <b>% achieving the expected standard or above in writing</b>     | 71     | 72 | 69       | 71          |  |
| <b>% achieving the expected standard or above in mathematics</b> | 75     | 78 | 76       | 76          |  |
| <b>Greater Depth Attainment</b>                                  | School | LA | National | Target 2020 |  |
| <b>% achieving greater depth in reading</b>                      | 22     | 31 | 25       | 25          |  |
| <b>% achieving greater depth in writing</b>                      | 15     | 15 | 15       | 15          |  |
| <b>% achieving greater depth in mathematics</b>                  | 27     | 24 | 22       | 22          |  |

| <b>Y1 Phonics Screening Check</b>                            | School | LA | National | Target 2020 |  |
|--|--------|----|----------|-------------|--|
| <b>% achieving the expected standard or above in Phonics</b> | 81     | 85 | 82       | 82          |  |

| <b>Good Level of Development (GLD) in Early Years Framework</b> | School | LA | National | Target 2020 |  |
|---|--------|----|----------|-------------|--|
| <b>% achieving GLD</b>  | 70     | 76 | 72       | 75          |  |
| <b>% achieving above GLD</b>                                    |        |    |          |             |  |

| Year group targets 2020 |         |     |         |     |       |     |          |     |
|-------------------------|---------|-----|---------|-----|-------|-----|----------|-----|
|                         | Reading |     | Writing |     | Maths |     | Combined |     |
|                         | EXP+    | GDS | EXP+    | GDS | EXP+  | GDS | EXP+     | GDS |
| Year 1                  | %       | %   | %       | %   | %     | %   | %        | %   |
| Year 3                  | %       | %   | %       | %   | %     | %   | %        | %   |
| Year 4                  | %       | %   | %       | %   | %     | %   | %        | %   |
| Year 5                  | %       | %   | %       | %   | %     | %   | %        | %   |

| Year group targets 2020 |         |     |         |     |       |     |          |     |
|-------------------------|---------|-----|---------|-----|-------|-----|----------|-----|
| PPG & SEND              | Reading |     | Writing |     | Maths |     | Combined |     |
|                         | EXP+    | GDS | EXP+    | GDS | EXP+  | GDS | EXP+     | GDS |
| Year 1                  |         |     |         |     |       |     |          |     |
| Year 3                  |         |     |         |     |       |     |          |     |
| Year 4                  |         |     |         |     |       |     |          |     |
| Year 5                  |         |     |         |     |       |     |          |     |
| Year 6                  |         |     |         |     |       |     |          |     |

Progress against previous inspection (October 2019)

Areas to improve

Progress

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Leaders have used the national curriculum to create new plans for teaching science, geography, history, art and DT. These subjects are being linked together by topics and a sequence of knowledge, skills and vocabulary. The plans are not yet fully in place. Leaders need to make sure that staff are given the support and training necessary to complete the planning and implementation of these new topics.</li> <li>• Leaders and governors are determined that all pupils fulfil their potential. However, they need to increase the participation of disadvantaged pupils and those with SEND in curriculum enrichment opportunities, especially those activities that take place out of school time.</li> <li>• Leaders need to ensure that parents and carers are kept even more up to date about their children’s achievement and well-being. This will ensure that all parents can support their children’s learning fully.</li> </ul> | <p>SLT/ Subject Leaders and Class teachers have been working through a Curriculum Review. We have ensured this reflects our local community and school vision. This will be completed by July 2021, once we complete one full cycle of the planning.</p> <p>We will monitor SEND/PPG access and engagement to after school clubs/activities.</p> <p>SLT and governors are exploring ways to ensure parents and carers are kept even more about their children achievements and wellbeing; including more use of Social Media (Twitter), children more involved in Parent Consultations and Self Review. More events to celebrate children’s achievements.</p>  |
| <p>School Development Priorities</p>   | <ul style="list-style-type: none"> <li>• Quality of Education <ul style="list-style-type: none"> <li>○ All statutory data outcomes graded in the top 25% National All teaching effective to be (FFT)</li> <li>○ Further develop teachers pedagogical understanding</li> <li>○ Further embed PiXI assessment strategies (QLA and therapies)</li> <li>○ Curriculum review complete. Planning is sequenced in an appropriate, clear and coherent way</li> <li>○ Increase the participation of disadvantaged pupils and those with SEND in curriculum enrichment opportunities, especially those activities that take place out of school time</li> <li>○ Quality First Teaching (QFT)</li> </ul> </li> <li>▪ AfL – Questions and feedback, modelling <ul style="list-style-type: none"> <li>○ Lessons planning matched to all learners needs / differentiation</li> <li>○ Adapting learning <i>‘in the moment’</i> to meet all children’s needs so children are able to articulate their learning after the lesson <ul style="list-style-type: none"> <li>• English/Maths</li> </ul> </li> </ul> </li> <li>▪ English <ul style="list-style-type: none"> <li>○ Increase % of children attaining Greater Depth writing across the school</li> <li>○ Increase % of children attaining Greater Depth Reading in KS1</li> <li>○ Embed Voice 21</li> <li>○ Embed a love of reading</li> </ul> </li> <li>▪ Maths <ul style="list-style-type: none"> <li>○ Further develop teachers’ skills in Mastery maths</li> </ul> </li> </ul> |

- Behaviour and Attitudes
  - Maximise attendance & punctuality PPG/SEND children in line with Nt/LA data
  - Minimise exclusions especially for PPG/SEND children in line with Nt/LA data
  - All staff implement schools Behaviour Policy and procedures consistently [pupil survey/red book incident]
  - Effective classroom management, systems and routines embed positive relationships and good Behaviours for Learning
  
- Personal Development
  - Implement the Jigsaw PSHE scheme of work
  - Including SRE scheme of work
  - Continue to develop our Outdoor Learning provision / Edible Garden (PSHE/ Science)
  - Analyse on PASS survey and feed into SDP
  - Embed Pupil Voice to ensure children are 'active citizens who contribute positively to society'
  - Update PSHE and SRE policies
  - Monitor PPG/SEND children's participation and engagement in after-school activities
  
- Leadership and Management
  - All staff to teachers to engage in TDT project
  - Develop Middle and Subject Leadership to enable them to fully contribute and make effective changes to whole school development that will enable them to be empowered to make a positive contribution to school development [staff survey, PM reviews, CPD Implement CPD policy, TDT project]
  - All Leaders review their subject to ensure it is taught in a sequenced, appropriate in a clear and coherent way (following Subject Handbook and Action Planning) **Ofsted Actions:**
    - All Leader to monitor and aim to increase the participation of disadvantaged pupils and those with SEND in curriculum enrichment opportunities, especially those activities that take place out of school time.
    - Leaders need to ensure that parents and carers are kept even more up to date about their children's achievement and well-being (website).
  - SLT/Governors and Friends to explore more ways to involve children and parents (particularly PPG/SEND) are kept even more up to date about their children's achievement and well-being.
  - Embed new EYFS team
  
- Quality of education in Early Years
  - Develop new EYFS team

- Further develop consistency of Quality first Teaching
  - Develop outside provision, space and planning
  - Further develop continuous provision from Reception into Y1
  - Implement new Baseline assessment
- Overall effectiveness – Good

## QUALITY OF EDUCATION

Ofsted Grade: Good

### Strengths

- Curriculum Design review started. Will be complete by Summer 2021
- Quality of teaching and learning consistently good across the school with some outstanding practice
- Assessment - PiXI strategies and material becoming more embedded and used to identify gap analysis
- Pupils with SEN and/or disabilities have a good offer (SENDCo, ELSA, Nurture, good multi-agency working)
- Positive relationship and good Behaviour for Learning
- Children Ready to Learn - children calm, settled, effective transitions and good classroom organisation
- Building Learning Power (BLP) enables children to understand 'how to learn' (Metacognition)

### Areas for development

- Finish Curriculum Design review (after one full cycle of implementation)
- Further develop teachers Pedagogical understanding;
  - Teachers have good knowledge of the subject(s) they teach. (Subject Knowledge)
  - They present subject matter **clearly**, promoting appropriate **discussion** about the subject matter being taught. They **check pupils' understanding** systematically, **identify misconceptions** accurately and provide clear, direct **feedback**. In so doing, they **respond and adapt** their teaching as necessary without unnecessarily elaborate or individualised approaches. [Ofsted framework 2019 pg50]
  - Teaching is designed to help pupils to **remember long term** the content they have been taught and to **integrate new knowledge** into larger ideas.
  - Teachers and leaders use **assessment** well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.
  - The work given to pupils is **demanding** and matches the aims of the curriculum in being **coherently planned** and **sequenced** towards cumulatively sufficient knowledge.



|   |   |
|---|---|
| <p>How will we know we have achieved this?/<br/>What will it look like?</p> | <ul style="list-style-type: none"> <li>• Curriculum Design complete and will be taught, monitored and evaluated [on staffshare and website]</li> <li>• Quality of teaching consistently graded good – and more outstanding (SLT/STEP Learning Walks/PPM/PM/appraisal)</li> <li>• Progress and attainment data in line with national (FFT 25%)</li> <li>• Parents and Pupil surveys /feedback show high % of satisfaction</li> </ul> |
| <p>Progress to date:</p>  | <p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>   |

## BEHAVIOUR AND ATTITUDES

Ofsted Grade: Good

|                  |   |
|------------------|---|
| <p>Strengths</p> | <ul style="list-style-type: none"> <li>• Effective culture of learning</li> <li>• Positive attitude to learning</li> <li>• Staff committed to inclusive behaviour management strategies</li> <li>• Good multi-agency working enables children (However, there are few children who need additional needs and we work closely with Local Authority). [BST/PSP]</li> <li>• Data show low incidents of bullying</li> <li>• Data show low incidents of discrimination</li> <li>• Data show attendance and punctuality at least in line with national and local</li> <li>• PASS survey and pupil feedback show effective positive Attitudes to Learning</li> <li>• Teachers and SLT work proactively with parents to manage behaviour incidents</li> <li>• Behaviour logs show low incidents of Serious Behaviour Incidents</li> </ul> |
|------------------|---|

|   |  |
|---|--|
| Areas for development   | <ul style="list-style-type: none"> <li>➤ Ensure all teacher follow school behaviour policy procedures (behaviour logs) consistently</li> <li>➤ Introduce CPOMs to ensure consistency of record keeping</li> <li>➤ Minimise exclusions for children with SEND</li> <li>➤ Reduce exclusion to be at least in line with national and local</li> </ul> |
| How will we know we have achieved this?/<br>What will it look like? | <ul style="list-style-type: none"> <li>• Behaviour logs</li> <li>• Exclusion data</li> <li>• Attendance data</li> <li>• STEP reports</li> <li>• Parent/Children/Parent survey</li> </ul>   |
| Progress to date:   | <p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>  |

## PERSONAL DEVELOPMENT

Ofsted Grade: Good

|           |  |
|-----------|--|
| Strengths | <ul style="list-style-type: none"> <li>• Good evidence across the school of; <ul style="list-style-type: none"> <li>○ SMSC</li> <li>○ British Values</li> <li>○ Supporting children's mental health and well-being (ELSA, Nurture, Play therapy, Edible Playground)</li> <li>○ Pupil voice strategies (Houses/School Council, Sports Leaders, Buddies – children attend Parent Consultations)</li> <li>○ Children running charity projects</li> <li>○ Children able to articulate their own view(s) - Voice21</li> </ul> </li> </ul> |
|-----------|--|

|   |  |
|---|--|
| <p>Areas for development</p>  | <ul style="list-style-type: none"> <li>➤ Believe vision clearly articulated / what this means at Birch Hill [staff handbook, website]</li> <li>➤ Embed PSHE scheme of work (Jigsaw linked to whole school believe themes/assemblies)</li> <li>➤ Monitor PPG/SEND children’s participation and engagement in after-school activities</li> <li>➤ Training for Pupil Voice groups to ensure they understand their role and are able to articulate the impact of their work on the wider school community (Houses, School Council, Buddies, Sports Leaders) and further develop strategies to ensure children are ‘active citizens who contribute positively to society’</li> <li>➤ Explore ways to further develop respect for Diversity and Equality (BLM, LGBTQ+)</li> <li>➤ Embed Outdoor Learning / Edible Garden</li> <li>➤ Complete next PASS survey and feedback implemented</li> <li>➤ Update SRE policy and SoW</li> <li>➤ Update PSHE policy and SoW</li> </ul> |
| <p>How will we know we have achieved this?/<br/>What will it look like?</p> | <ul style="list-style-type: none"> <li>• Believe vision clearly articulated in staff handbook and on school website</li> <li>• PPG/SEND participation and engagement monitored</li> <li>• Policies update</li> <li>• SOW implemented</li> <li>• Edible continues to embed and growing seasons complete</li> <li>• Edible continues to embed and science linked shared with teachers</li> <li>• Pupil Voice activities</li> </ul>   |
| <p>Progress to date:</p>  | <p>Autumn Term:</p><br><br><p>Spring Term:</p><br><br><br><p>Summer Term:</p>  |

## LEADERSHIP AND MANAGEMENT –

Ofsted Grade: Good

|                       |  |
|-----------------------|--|
| Strengths             | <ul style="list-style-type: none"><li>• Leaders (SLT/Governors) have a clear, ambitious vision for school improvement; clearly identifying strengths and area for development</li><li>• Safeguarding is effective. All staff trained and SLT/named Governor review their safeguarding audit termly</li><li>• Health and safety, including premises is effective.</li><li>• Governance is good. The board runs a ‘flat structure’ and there are agreed Terms of Reference, clear agenda and annual policy schedule</li><li>• School Development (Include SEF) is updated annually and closely monitored by all staff, Middle/Subject Leaders, SLT and FGB</li><li>• Continuous professional development programme is planned and linked to PM/appraisals.</li><li>• Almost all staff have a positive mental health and feel well supported by SLT [low level of absence/referral I to OH]</li><li>• There are strong links with parents and the local community. There is an active Friends of Birch Hill, an annual Parent Survey, school runs an open-door policy, parents volunteer in the school and attendance at parent consultations is high,. The number of formal complaints is low.</li></ul>   |
| Areas for development | <ul style="list-style-type: none"><li>➤ Believe Leader consistency monitors and feedback on Behaviour Policy procedures (behaviour logs) and evaluate actions that need to be taken</li><li>➤ Subject /Middle Leaders involved in <i>adopting or constructing a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]</i><b>[Ofsted framework 2019 ]</b></li><li>➤ Work with the TDT to develop a learning organisation and best practice</li><li>➤ Develop a programme of CPD for Middle Leaders – with more staff completing NPQ_ML/SL to – ensure</li><li>➤ Middle/Subject Leaders to complete: data gap analysis, develop year group profiles, write action plan to fill any gaps, talk to year group teams and ensure the National Curriculum needs are met and then ensure that it adapts to meet the needs/analysis of the children. This is also articulated /feedback to the school community (website, year groups, FGB) – initially start with English/Maths/Science</li><li>➤ Governors have an Action Plan to develop their effectiveness and succession planning</li></ul> <p>Ofsted Action</p> <ul style="list-style-type: none"><li>➤ Leaders need to ensure that parents and carers are kept even more up to date about their children’s achievement and well-being. This will ensure that all parents can support their children’s learning fully.</li><li>➤ Leaders and governors are determined that all pupils fulfil their potential. However, they need to increase the participation of disadvantaged pupils and those with SEND in curriculum enrichment opportunities, especially those activities that take place out of school time.</li></ul> |

|   |   |
|---|---|
| <p>How will we know we have achieved this?/<br/>What will it look like?</p> | <ul style="list-style-type: none"> <li>• Middle/Subject Leader work complete</li> <li>• FGB presentations (English/Maths/Science)</li> <li>• TDT project complete year 1 actions (survey, interview and action plan written and implemented)</li> <li>• Website updated with Curriculum Subject/ Teams information</li> </ul> |
| <p>Progress to date:</p>  | <p>Autumn Term:</p><br><p>Spring Term:</p><br><p>Summer Term:</p>   |

## QUALITY OF EDUCATION IN EARLY YEARS

Ofsted Grade: Good

|                  |   |
|------------------|---|
| <p>Strengths</p> | <ul style="list-style-type: none"> <li>• Quality of teaching and learning consistently good across EYFS</li> <li>• Effective transitions enable positive relationship and good Behaviours for Learning</li> <li>• Children Ready to Learn - children calm, good classroom organisation</li> </ul> |
|------------------|---|

|   |   |
|---|---|
| <p>Areas for development</p>  | <ul style="list-style-type: none"> <li>➤ The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>➤ Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.</li> <li>➤ Develop new EYFS team</li> <li>➤ Develop outside provision, space and planning</li> <li>➤ Further develop continuous provision from Reception into Y1</li> <li>➤ Implement new Baseline assessment</li> </ul> |
| <p>How will we know we have achieved this?/<br/>What will it look like?</p> | <ul style="list-style-type: none"> <li>• EYFS and Y1 provision continues to be graded at least Good [STEP / SLT learning walks]</li> <li>• Planning clearly shows learning outcomes</li> <li>• Outside provision is stimulating and engaging for children</li> <li>• Phonics review complete and new scheme in place</li> <li>• Baseline assessment complete</li> </ul>   |
| <p>Progress to date:</p>  | <p>Autumn Term:</p><br><br><p>Spring Term:</p><br><br><p>Summer Term:</p>   |

|                 | <b>Resources</b> | <b>CPD</b> | <b>Supply</b> | <b>Total</b> |
|-----------------|------------------|------------|---------------|--------------|
| English & Maths |                  |            |               |              |

|                           |  |  |  |  |
|---------------------------|--|--|--|--|
| Creative Development      |  |  |  |  |
| Well-Being                |  |  |  |  |
| Knowledge & Understanding |  |  |  |  |
| SEND                      |  |  |  |  |
| EYFS                      |  |  |  |  |
|                           |  |  |  |  |

| Overview for the next 3 years        | Year 2   | Year 3  |
|--------------------------------------|--|---|
| Quality of Education                 | SEND Hub   | Further develop Inclusion throughout the school   |
| Behaviour & Attitude                 | Further develop and embed Golden Rules   | Further develop respect for, and courtesy and good manners towards, each other and adults, and their pride in themselves and their school |
| Personal Development                 | Develops children's resilience as learners<br>Further Review Equalities Provision (BLM/LGBTQ+) | Further develop children's aspiration (Curriculum topics, Pupil Voice, BLP)   |
| Leadership & Management              | Develop role of Middle Leaders   | Ensure Foundation subject leaders are confident to further develop their roles  |
| EYFS                                 | Continue to embed new team outdoor provision   | Links with local nurseries  |
| Site/Environment / Conditions Survey |  |   |

## Senior Leadership Team (SLT)

|  |  |   |  |  |
|--|--|---|--|--|
| <p><b>Headteacher:</b></p> <p>Michael Dillon</p> <p>Safeguarding &amp; Attendance, Standards, H&amp;S/RA, SEF, SDP, M&amp;E, PM, PPG</p> | <p><b>Deputy Headteacher: EYFS/KS1</b></p> <p>Len Hughes-White</p> <p><b>Believe</b><br/>Behaviour (EYFS/KS1)<br/>Well-being Team/ Pupil Voice &amp; PSHE, SRE, SMSC</p> | <p><b>Deputy Headteacher: KS2</b></p> <p>Karen Cameron</p> <p><b>Learn</b><br/>Behaviour (KS2)<br/>Oversee English &amp; Maths, PiXL &amp; Assessment, SATs/Standards T&amp;L, Teachers CPD/Mentoring</p> | <p><b>SENco/Inclusion/EAL</b></p> <p>Rebecca Churchill</p> <p>SENCo, Inclusion Nurture, Play therapy, CLA/SGO, TA Allocation and CPD Volunteers,</p> | <p><b>School Business Manager:</b></p> <p>Jane Light</p> <p>HR/Personnel, Budget, Office/Admin, H&amp;S/RA, Site, Catering, website and social media</p> |
|--|--|---|--|--|



| Learn  | Believe  | Together  |
|--|--|---|
| <ul style="list-style-type: none"> <li>English &amp; Maths &amp; Assessment Team</li> <li>Knowledge &amp; Understanding of the world Team<br/>(SCIENCE HISTORY GEOGRAPHY MFL COMPUTING)</li> </ul> | <ul style="list-style-type: none"> <li>Well-being Team (PE, PSHE, SRE, S&amp;R)</li> <li>Creative Arts Team (Art, Music, D&amp;T, Displays)</li> </ul> | <ul style="list-style-type: none"> <li>Inclusion (SEND, Nurture, Alternative Provision, CLA/SGOs)</li> <li>Community (FSA)</li> <li>Volunteers</li> </ul> |

**Learn**  
Karen Cameron

**Believe**  
Len Hughes-White

**English & Maths & Assessment**

**English-** Chloe Hodge  
**Maths –** Dom O'Brien  
**Assessment -** Karen Cameron

**Knowledge & Understanding of the World**

SCIENCE HISTORY  
GEOGRAPHY MFL  
COMPUTING

**LEAD –** Rachael Garnham (Science)

Leigh Hill MFL/Comp  
Becky Aulsberry (Geog)  
Susanna O’Shea (History)

**Creative Development**

ART DT MUSIC

**LEAD -** Cameron McArdle (Displays/Events/D&T)

Sam Russell (Art)  
Helen Davis (Music)  
Hannah Kerslake (NQT)

**Well-Being**

PE PSHE/RSE, RE (Behaviour / School Council /Houses, Buddies, Edible Playground)

**LEAD –** Len Hughes-White (SMSC/PSHE)

Amy Stark (PE)  
Hannah Mustoe (School Council & House)  
Lucie McGill (SRE & RE) (Edible Playground)

**EYFS**

NURSERY & RECEPTION  
**LEAD –** Emma Woodward

Becky Aulsberry  
Becky Giles  
Julie Keane

**Governors Strategic Links: Quality of Education**

- English & Maths
- Assessment & Curriculum
- KUW
- Creative Arts

**Governors Strategic Links Personal Development**

- PSHE
- SRE
- House/School Council

**Governors Strategic Links Behaviour**

- Behaviour

**Governors Strategic Links (EYFS)**

Ruth Newland-Ward

**Other Governors Links**  
PPG/Sport Premium – Joey Gurney      SEND/Inclusion – Stephen Weeks      Safeguarding – Pauline Cole      Development Governor – Stephen Weeks

| <b>Monitoring &amp; Evaluation Policy/Schedule</b>   |  |  |
|--|--|--|
| <p>Types of Monitoring</p> <ul style="list-style-type: none"> <li>• Learning Environment</li> <li>• Learning Walk</li> <li>• Book –Look (quality &amp; quantity of work)</li> <li>• Behaviour Observations (against policy)</li> <li>• Governor Presentation / Governors Day / 1:1 meetings</li> <li>• PM Lesson observations</li> <li>• Admin – Blue and Red folders/ Planning</li> </ul> | <p>By Who</p> <ul style="list-style-type: none"> <li>• SLT</li> <li>• STEP</li> <li>• Governors</li> <li>• Subject / Middle Leaders</li> </ul> | <p>Karen Cameron (Learn / Marking, Reading &amp; Maths)</p> <p>Len Hughes-White (Believe / behaviour)</p> <p>Rebecca Churchill (Together / Interventions, Learning Environment, differentiation)</p> <p>Emma Woodward – EYFS outside environment &amp; planning)</p> <p>Middle/Subject Leaders ( Planning)</p> |

| <b>CPD (Learning) Focus</b>   |  |  |
|---|--|--|
| <b>Learn</b>  | <b>Believe</b>   | <b>Resources</b>   |
| <ul style="list-style-type: none"> <li>• Teaching &amp; Learning Pedagogy</li> <li>• PIXL strategies</li> <li>• Voice21</li> <li>• Maths</li> <li>• Love of Reading strategies</li> </ul> | <ul style="list-style-type: none"> <li>• BLP</li> <li>• Active citizens</li> <li>• Problem solving</li> <li>• PASS</li> <li>• Behaviour policy/procedures / Golden Time</li> <li>• Circle Time</li> <li>• Nurture and Alternative Provision</li> </ul> | <ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• KS Meetings</li> <li>• Coaching (KC/LHW)</li> <li>• Middle Leader meeting / training</li> <li>• LA courses</li> <li>• Conferences</li> <li>• External consultants</li> <li>• Self research</li> </ul> |

|            |   |
|------------|---|
| <b>How</b> | Course, Conferences, Coaching and Team teaching, Demo lessons |
|------------|---|

| Priorities                    | RAG/Actions | Not Started | Just started | Making good progress | Completed |
|-------------------------------|-------------|-------------|--------------|----------------------|-----------|
| 1)<br>Quality Education       | 14          |             |              |                      |           |
| 2)<br>Behaviour & Attitude    | 3           |             |              |                      |           |
| 3)<br>Personal Development    | 6           |             |              |                      |           |
| 4)<br>Leadership & Management | 6           |             |              |                      |           |
| 5)<br>EYFS                    | 4           |             |              |                      |           |

## School Development Plan (SDP) – COVID-19 Priorities – Autumn Term

| Priority                                   | Action   | How will we know we have achieved this   |
|--|--|--|
| <b>Quality of Education</b>                | <ul style="list-style-type: none"> <li>• Develop Remote Learning provision (immediate/small group/bubble/whole school)</li> <li>• Complete PiXL assessments and interventions in place</li> <li>• Ensure Recovery Curriculum meets all children’s needs</li> <li>• Devise catch up programme                             <ul style="list-style-type: none"> <li>▪ Further develop teachers pedagogical understanding of Effective Catch Up (Using EEF guidance)</li> </ul> </li> <li>• Review Phonics</li> <li>• Increase the participation of disadvantaged pupils (PPG) and those with SEND in curriculum enrichment opportunities, especially those activities that take place out of school time.</li> </ul> | <ul style="list-style-type: none"> <li>• Remote Learning plan and procedures in place and understood by all stakeholders</li> <li>• PiXL assessments and teachers analyse results and interventions in place</li> <li>• English Hub lead, EW and CH complete phonics review an action plan in place</li> <li>• Ensure SEND/PPG provision maps</li> </ul> |
| <b>Behaviour and Attitudes</b>             | <ul style="list-style-type: none"> <li>• Maximise attendance and punctuality</li> <li>• Update Behaviour Policy</li> </ul>   | <ul style="list-style-type: none"> <li>• MD/DP/RC work to monitor all attendance</li> <li>• LHW update behaviour policy – share with staff and FGB</li> </ul>  |
| <b>Personal Development</b>                | <ul style="list-style-type: none"> <li>• Implement PiXL Wellbeing theme the PSHE scheme of work /Jigsaw (linked to whole school believe themes/assemblies)</li> <li>• Continue to develop our Outdoor Learning provision (EYFS) and Edible Garden</li> </ul>   | <ul style="list-style-type: none"> <li>• Pixl theme taught at least for first half term</li> <li>• Edible autumn seeds planted</li> <li>• Complete paving in Sensory Garden</li> </ul>   |
| <b>Leadership and Management</b>           | <ul style="list-style-type: none"> <li>• Completed, Professional Development Audit (TDT) All Leaders review their subject/area of responsibility to ensure it is taught in a sequenced, appropriate in a clear and coherent way (following Subject Handbook and Action Planning) Ofsted Actions:</li> <li>• Develop leadership of EYFS</li> <li>• Develop Middle and Subject leader (Maths/English)</li> </ul>   | <ul style="list-style-type: none"> <li>• MD/KC to work with TDT to implement project</li> <li>• MD to line manage EW</li> <li>• MD/KC to work with English/Maths leads initially (use STEP and non-contact time)</li> </ul>  |
| <b>Quality of education in Early Years</b> | <ul style="list-style-type: none"> <li>• Develop new EYFS team</li> <li>• Develop outside spaces (Sensory Garden) and</li> <li>• Continuous provision into Y1</li> </ul>   | <ul style="list-style-type: none"> <li>• MD to line manage EW</li> <li>• MD/EW/JL to complete outside paving</li> <li>• EW to develop space and resources</li> </ul>   |

|                              |  |  |
|------------------------------|--|--|
|                              |  | <ul style="list-style-type: none"><li>• EW to work with Y1 team to plan continuous provision (use staff meeting/KS meeting time)</li></ul> |
| <b>Overall effectiveness</b> |  |  |