



## School Development Plan 2020-2021

Helping each other to learn and grow



Finalised July 2021

**Mulbarton Primary School**

***Helping each other to learn and grow***

*We are a learning community aiming to provide an outstanding education in a stimulating and safe environment. We want everyone in our school to be happy and valued, respectful of their environment and each other. We value diversity and individuality and strive to achieve full potential in a nurturing atmosphere of mutual friendship, support and encouragement.*

Mulbarton Primary School came into being in September 2017 with the amalgamation of the infant and junior schools.

The development points in this document have arisen from discussion and surveys carried out with staff, governors, children and parents and reflect their concerns. It also addresses the issues raised following the results of the 2019 national tests.

All of the school community are committed to working together to achieve the best possible outcomes for children socially, emotionally and academically.

It is our aim for the school to move from its current Ofsted rating of Good to Outstanding in three years.

The governors have worked closely with the SLT to put together the following targets to ensure this improvement.

TARGET 1- To raise outcomes in writing and SPaG across the whole school (Quality of Education)

TARGET 2- To ensure any gaps in progression owing to lockdown are closed across all subjects (Quality of Education)

TARGET 3- To empower children to be self-regulating in behaviour and attitudes (Behaviour and Attitudes)

TARGET 4 - To embed across the school quality Social, Moral, Spiritual and Cultural development (Personal Development)

TARGET 5 – To introduce the new EYFS curriculum whilst ensuring all year groups are aware of the impact on childrens' outcomes (Quality of Education)

The SLT have added the following actions to these targets and have shared them with staff, children and parents

**Target 1 Raise outcomes in writing and SPaG across the whole school in line with National Outcomes (Quality of education)**

How we will achieve this target	Actions	How will we know we have achieved this target?	Governors and staff linked to this strand	How Monitoring
<p>Staff CPD around standardisation, moderation and assessment</p> <p>Adapt and enhance teaching sequence to meet the needs of <b>all</b> children</p>	<ul style="list-style-type: none"> <li>• Invite Emma Adcock to lead the development of a robust process of moderation-<i>moved to summer term</i></li> <li>• End of key stage teachers to attend training on successful teaching of English</li> <li>• Half termly monitoring of writing in T and L-<i>moved to summer term</i></li> <li>• English leads to attend cluster and VNET networks and moderation meetings</li> </ul> <ul style="list-style-type: none"> <li>• Year 4 and year 5 to participate in Herts for learning project in summer term to improve writing standards</li> <li>• Interventions to address gaps in writing and SPAG following lockdown</li> <li>• SENCO to monitor writing strategies to support SEND learners, identifying barriers to learning.</li> <li>• Ensure PP children are included in any intervention as required</li> <li>• Use model of backwards planning (Mark Burns) for English</li> <li>• EYFS to continue with story scribing</li> </ul>	<p>Staff confident around standardisation and moderation with more consistency in judgements across year groups</p> <p>All children making good or better progress whatever their barriers for learning or starting points</p>	<p><u>Governors</u> Glynis Tucker Kay Aldous</p> <p><u>Staff</u> SLT Deborah Fairhurst Tracey Taylor All staff</p>	<p>CPD record</p> <p>Learning walks</p> <p>Displays</p> <p>Assemblies</p> <p>Minutes of VNET and cluster networks</p> <p>Teaching and learning meetings</p> <p>Half termly data</p>

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<p>Monitoring of teaching and learning</p> <p>High expectations around quality of writing produced by children with an emphasis on writing for a purpose</p>	<ul style="list-style-type: none"> <li>• SLT and subject leads observe lessons and discuss outcomes with teachers</li> <li>• Year 6 teacher to apply to become a county moderator -<i>moderation cancelled</i></li> <li>• Continue with celebration assemblies to praise improvements</li> <li>• Wonderful writing wall in main corridors</li> <li>• Children to be encouraged to keep healthy lifestyle diaries in key stage 2 linked to PE in school and activities outside school</li> </ul>	<p>Monitoring clearly shown to be in place with clear actions shared with staff</p> <p>Good quality writing being celebrated across school. Engagement with healthy lifestyle diaries.</p>		
<p><u>Progress</u></p> <ul style="list-style-type: none"> <li>• Staff implementing learning from Mark Burns training but interrupted by lockdown</li> <li>• End of key stage training attended by teachers</li> <li>• All children in key stage 2 have started diaries</li> <li>• Intervention programmes in place</li> <li>• Emma Adcock training completed</li> <li>• Year 4 and 5 have started the Herts for learning project</li> <li>• SLT monitoring of Writing and SPAG in summer term</li> <li>• Introduced daily reading with bottom 20% of readers</li> <li>• Year 4 using a visualizer to model writing</li> </ul>		<p><u>Impact</u></p> <ul style="list-style-type: none"> <li>• Return to full time teaching and staff implementing Mark Burns suggestions</li> <li>• Teachers aware of expectations for end of key stage</li> <li>• Children developing further their awareness of a purpose for writing</li> <li>• Staff reporting some improvement in writing and SPAG application</li> <li>• Staff clearer on what expected looks like across school and have increased confidence in their assessments</li> <li>• Teachers and children enjoying this different approach to writing</li> <li>• Evidence of good teaching but gaps in children's writing abilities and application of spag skills insecure for many children-still work to do</li> <li>• Starting to see increased fluency and phonics which is impacting on writing</li> <li>• Improved engagement from children in their own writing</li> </ul>		

Whole school data analysis Autumn 2020: Full analysis available in data file

<b>ATTAINMENT</b>	<b>Reading (Nat' KS2 2019=73%)</b>	<b>Writing Composition (Nat' KS2 2019=78%)</b>	<b>Writing SPAG No Nat' measure</b>	<b>Maths (Nat' KS2 2019=79%)</b>	<b>Science No Nat' measure</b>
<b>Expected or better</b>	68% Just below -3% compared to Au 2019	50% Significantly below -12% compared to Au 2019	49% No Nat' measure however MPS KS2 2019= 72%	68% Significantly below -6% compared to Au 2019	78% -7% compared to Au 2019
<b>National outcomes</b>	Nat' KS2 2019=27%	Nat' KS2 2019=20%	No Nat' measure	Nat' KS2 2019=27%	No Nat' measure
<b>Exceeding</b>	16% Significantly below -5% compared to Au 2019	5% Significantly below -3% compared to Au 2019	5% No Nat' measure however MPS KS2 2019=25%	13% Significantly below = to Au 2019	4% -2% compared to Au 2019

<b>PROGRESS</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Science</b>
<b>Expected or Better</b>	78% +4% compared to Au 2019	69% -5% compared to Au 2019	80% +6% compared to Au 2019	98%
<b>Exceeding</b>	1% = to 2019	0% -2% compared to Au 2019	1% -1% compared to Au 2019	1%
<b>Just below expected</b>	19% -4% compared to 2019	27% -15% compared to Au 2019	19% -3% compared to Au 2019	2%

Costs: Staff training -£2000, Interventions - £10,000

**Target 2 To ensure any gaps in progression owing to lockdown are closed across all subjects (Quality of Education)**

How we will achieve this target	Actions	How will we know we have achieved this target?	Governors and staff linked to this strand	How Monitoring
<p>Put in place regular intervention from early autumn term</p> <p>Teachers to be aware of previous learning</p> <p>Ensure gaps are being addressed</p>	<ul style="list-style-type: none"> <li>Employ a NQT to deliver intervention in key stage 1</li> <li>Use experienced teacher and HLTA to deliver interventions across all of key stage 2</li> <li>Previous teachers highlight progression maps to show gaps in the teaching of National curriculum objectives during lockdown and pass these on to new teacher to inform autumn term planning</li> <li>Curriculum lead to monitor planning and delivery</li> <li>Teachers to note through data any improvements in learning</li> </ul>	<p>Record of the interventions taking place</p> <p>Soft analysis of children's levels-RAG rating</p> <p>Some more formal assessment eg salford</p> <p>End of year Data (July 2021) compared to beginning of year (October 2020)</p>	<p><u>Governors</u> James Turner (pupil premium link governor) Jane Barber (data link governor)</p> <p><u>Staff</u> SLT Subject leads</p>	<p>Rag rating</p> <p>Data drops</p> <p>SLT observing intervention</p>
<p><u>Progress</u></p> <ul style="list-style-type: none"> <li>Appointed three intervention teachers-adapted for summer term following reorganisation of staff to include apprentice teacher</li> <li>Teachers have completed progression maps and passed to next teacher</li> <li>Recap quizzes and recap sessions introduced</li> </ul>		<p><u>Impact</u></p> <ul style="list-style-type: none"> <li>Gaps being addressed through regular (weekly) interventions and marvellous maths</li> <li>Salford reading test has shown a marked improvement in reading ages</li> <li>All teachers have an increased awareness of the gaps to be filled</li> <li>Planning and sequences of lessons reflecting children's knowledge</li> </ul>		

Costs:intervention -£24,000

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**Target 3** To empower children to be self-regulating in behaviour and attitudes (Behaviour and Attitudes)

How we will achieve this target	Actions	How will we know we have achieved this?	Governor and staff linked to this strand	Monitoring/evaluation
<p>Continue to use the GR8 AS UR programme.</p> <p>PSHE enhanced learning</p> <p>Consistent use of the Child of the Day routine and GR8 mate incentive</p> <p>Develop the role of learning ambassador following lockdown</p> <p>Redesign the role of prefects in light of the bubbles</p> <p>All staff to have high expectations and consistency of routines in class and when moving around school</p>	<ul style="list-style-type: none"> <li>Engage with training across whole school and implement the lessons and assemblies to support the programme whilst ensuring coverage and requirements of RSE</li> <li>Whole school focus promoting wellbeing following full school reopening. Members of the PSHE association and PSHE lead identified. Daily mindfulness activities.</li> <li>Staff to ensure they are appointing a child of the day and giving privileges to the child.</li> <li>Child of the day to be clear about the days learning so they can explain to visitors</li> <li>Discuss with Year 6 children the roles and any modifications they feel are needed in light of Covid</li> <li>Following the updated behaviour policy SLT to ensure all staff are aware of expectations and are following the established routines.</li> </ul>	<p>GR8 AS UR in place and impacting on children's behaviour and attitudes</p> <p>PSHE lead to produce a progression map</p> <p>Children aware of mindfulness strategies and sources of support. A listening culture actively promoted within each class.</p> <p>Evidence that Child of the Day is in place through daily observation</p> <p>Visitors' comments on Child of the Day's interaction</p> <p>Notes from discussion with Year 6 children as well as head boy and girl</p> <p>All children displaying positive behaviour and showing awareness of routines.</p> <p>All staff confident in using strategies and tools from the STEP ON resources</p>	<p><u>Governors</u> Suzanne Larke Jane Barber Glynis Tucker</p> <p><u>Staff</u> SLT All staff Emily Newson Lynsey Kaszcak</p>	<p>SLT monitoring schedule</p> <p>Child's voice through discussion</p>



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<p>Whole school STEP on training to be delivered by newly qualified in house tutor</p> <p>Early identification of children struggling to regulate their behaviour.</p> <p>To increase pupil awareness of own targets and learning needs</p>	<ul style="list-style-type: none"> <li>• Train KS as STEP ON tutor and then deliver package to staff</li> <li>• SENCO to support and advise suitable techniques and strategies. External advice sought where appropriate. Continue with effective additional sources of support; life coach, nurture, Family Matters.</li> <li>• Develop the current learning conversation along a Coaching line using KED systems. –this element postponed to September 2021 due to covid</li> </ul>	<p>Behaviour and attitudes are not presenting as a barrier to learning for pupils with SEND.</p>		
<p><u>Progress against actions</u></p> <ul style="list-style-type: none"> <li>• GR8 ASUR training for all teachers</li> <li>• Prefects and House captains have shared their thoughts on their role</li> <li>• KS trained as STEPS tutor</li> <li>• Zones of regulation introduced for some SEND children</li> </ul>		<p><u>Impact</u></p> <ul style="list-style-type: none"> <li>• Teachers have an increased knowledge of the rationale behind GR8 ASUR</li> <li>• Headteacher delivering GR8ASUR in assemblies</li> <li>• Children have ownership of their roles and since lockdown have been able to take on more responsibilities such as child of the day</li> <li>• Whole school training resulting in collegiate understanding of behaviour strategies and rationale</li> <li>• Massive impact on the behaviour of the children involved</li> </ul>		

Cost:£100 for prefect badges Membership of PSHE association ? £750 training costs

**TARGET 4 - To embed quality Social, Moral, Spiritual and Cultural development across school (Personal Development)**

How we will achieve this target	Actions	How will we know we have achieved this?	Governor and staff linked to this strand	Monitoring/Evaluation
<p>Monitor the delivery of SMSC across school</p> <p>Ensure children are aware of British Values and their relevance</p> <p>Staff to be confident in the delivery of the new RSE curriculum</p> <p>Widen experience of children to other cultures</p>	<p>Include SMSC in every observation and learning walk</p> <p>Weekly assembly to consider a British Value and relate to children’s experiences in school</p> <p>Train staff in the delivery of RSE ready for 2021 deadline. Appoint an RSE champion.</p> <p>“Invite” visitors from other cultures to talk with children. Whole school multi-cultural fortnight to be arranged Continue to be involved with Norfolk Welcomes. Ensure Power of Reading and library books reflect all cultures.</p>	<p>Monitoring sheets to show the quality and delivery of SMSC</p> <p>Children able to talk about British Values when asked as well as demonstrating them in school life</p> <p>Staff empowered to deliver the new curriculum.</p> <p>Children aware of other cultures and talk about them positively and with growing interest.</p> <p>Use LYFTA from KED resources to widen experiences of other countries</p>	<p><u>Governors</u> James Turner Kay Aldous Glynis tucker</p> <p><u>Staff</u> SLT All staff</p> <p>Emily Newson Kate Bird</p>	<p>SLT and subject leads to consider planning and delivery documents</p> <p>Children’s voice monitored by SLT</p> <p>Staff to evaluate quality of visitors and visits and report back to SLT</p>
<p><u>Progress against actions</u></p> <ul style="list-style-type: none"> <li>• Year 5 and year 6 “attended”, via zoom, a talk by Chris Lubbe who lived through the years of the South African Apartheid</li> <li>• RSE champion trained and has arranged all aspects of delivery including staff training, curriculum maps, gathering of stakeholders voice and information video for parents</li> <li>• Staff received LYFTA training and are beginning to use it</li> <li>• Welcome day resources used</li> <li>• Some classes using power of reading books from other cultures</li> </ul>		<p><u>Impact</u></p> <ul style="list-style-type: none"> <li>• Raised awareness in the children of the possibility to overcome difficult life experiences as well as increased empathy for others as evidenced by pupil voice</li> <li>• School community ready for roll out of RSE in Summer 2021</li> <li>• Children beginning to develop an awareness of global citizenship</li> <li>• Growing awareness in children of the plight of others</li> <li>• Raised awareness for some children diversity of cultural background</li> </ul>		

Costs : SRE training costs £500

**TARGET 5 – To introduce the new EYFS curriculum whilst ensuring all staff are aware of the impact on childrens’ outcomes (Quality of education)**

How we will achieve this target	Actions	How will we know we have achieved this?	Governor and staff linked to this strand	Monitoring/Evaluation
<p>Introduce the new EYFS curriculum during 2020/2021</p> <p>Improve knowledge of the new EYFS curriculum across the team</p> <p>Ensure all subject leads understand how their subject is introduced to children during the reception year</p> <p>Enable the EYFS lead to keep abreast of any changes to the delivery of the curriculum</p>	<p>Register for the early adopters programme</p> <p>EYFS lead to attend training and disseminate to all EYFS team</p> <p>EYFS lead to deliver CPD for all subject leaders to show how their subject is covered in the reception year All subject leads to include EYFS understanding into their action plans for this year</p> <p>Continue to meet cluster and county wide EYFS leads through cluster and VNET networks</p>	<p>Successful implementation of the new curriculum</p> <p>All of the EYFS team aware of the requirements of the new curriculum</p> <p>Action plans clearly showing an understanding of the input of the EYFS curriculum to all other subjects. SLT to meet and discuss with subject leads. EYFS lead to share at SLT meetings any changes noted</p> <p><i>EYFS lead resigned Easter 2021-Deputy to support team during summer term</i> EYFS team are delivering NELI as a vehicle to improve speech and language</p>	<p><u>Governors</u> Chris Rivett</p> <p><u>Staff</u> Melissa Aspin- EYFS lead</p> <p>SLT</p> <p>Subject leads</p>	<p>CPD log and minutes of meetings</p> <p>Subject action plans</p> <p>Discussion with Staff</p> <p>Pupil voice</p>
<p>Progress</p> <ul style="list-style-type: none"> <li>• EYFS staff trained by lead in the implementing of the new curriculum</li> <li>• All teaching and TAs aware of requirements of new curriculum</li> <li>• All subject leads have updated action plans to reflect their understanding of their subject in EYFS</li> </ul>		<p>Impact</p> <ul style="list-style-type: none"> <li>• Staff confidently delivering new curriculum</li> <li>• Whole school awareness of the EYFS curriculum</li> <li>• Subject leads aware of their subject throughout school</li> <li>• Subject leads have a greater awareness of how their subject is introduced and taught in EYFS</li> </ul>		

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- Curriculum lead has created a document which links the EYFS objectives to each National Curriculum subject area
- Deputy Head has taken over the oversight of EYFS since the lead left at Easter.

- SLT have increased clarity on the quality of teaching and learning in the foundation stage

Cost: £2000 for training and network meetings