

September 2021



School Development Plan 2021-2022

Helping each other to learn and grow



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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

TARGET 2- To ensure any gaps in progression owing to lockdown are addressed across all subjects for all children

TARGET 3- To develop high quality RE teaching throughout the school

TARGET 4 - To embed effective leadership and delivery of the revised EYFS curriculum.

TARGET 5 –Induction and development of ECT's is in line with the new national framework

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

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Target 1 Raise outcomes in writing and SPaG across the whole school in line with National Outcomes

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>Delivery of phonics and guided reading to be consistent across school</p> <p>Adapt and enhance teaching sequence to meet the needs of all children</p> <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>	<p>Staff CPD around phonics and guided reading to enhance writing. Introduce and trial 'Rocket Phonics' across the whole school to ensure fidelity of approach. Re-instate reading buddies across the school.</p> <p>Interventions and tutoring to effectively address gaps in writing and SPAG following lockdown SENDCO to monitor writing strategies to support SEND learners, identifying barriers to learning. Ensure all PP children are included in any interventions and tutoring as required Use model of backwards planning (Mark Burns) for English. EYFS to continue with story scribing</p> <p>SLT and subject leads observe lessons through focussed learning walks and discuss outcomes with teachers</p> <p>Continue with celebration assemblies to praise and share improvements Wonderful writing wall in main corridors Children to be encouraged to keep healthy lifestyle diaries in key stage</p>	<p>Staff confident with delivering the new phonics scheme with consistency evident across the whole school.</p> <p>English leads have evidence of observing successful guided reading sessions</p> <p>All children making good or better progress irrespective of their barriers for learning or starting points</p> <p>Robust monitoring clearly shown to be in place with clear actions shared with staff</p> <p>High quality writing being celebrated across school.</p> <p>Embed engagement with healthy lifestyle diaries.</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>2 linked to PE in school and activities outside school Explicit teaching of sentence structure and functions of words within a sentence. English lead to deliver and monitor. Key points from 'Herts for Learning' project to be disseminated to whole school</p>	<p>Consistent teaching of sentence structure across KS1 and KS2. Staff are implementing the suggested strategies from Herts for learning project.</p>		
<p><u>Progress</u></p>		<p><u>Impact</u></p>		

Costs: Staff training -£2000, Interventions and tutoring- £30,000

Target 2 To ensure any gaps in progression owing to lockdown are addressed across all subjects for all children

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
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<p>Continue regular intervention and tutoring throughout the year</p> <p>Teachers to be aware of previous learning</p> <p>Ensure gaps are being addressed</p> <p>Continue to ensure the wellbeing and mental health of all pupils is a priority following lockdown</p>	<p>Use experienced teacher and HLTA's to deliver tutoring across whole school</p> <p>SENDCO to liaise with teachers and support staff re: suitable and effective interventions and tutoring to meet needs of all pupil with SEND.</p> <p>Previous teachers to highlight progression maps to show gaps in the teaching of National Curriculum objectives as a result of lockdown and pass information on to new teacher to inform autumn term planning.</p> <p>Curriculum lead to monitor planning and delivery of interventions and tutoring.</p> <p>Data lead has identified children requiring intervention and tutoring across all key groups. Key information to be disseminated to all teachers.</p> <p>SLT has prioritised groups to be addressed</p> <p>Teachers to include feelings question in DIRT time.</p> <p>Wellbeing resources available in each classroom</p> <p>Enhanced SEMH provisions including dance therapy</p>	<p>Robust records and monitoring of the interventions and tutoring taking place.</p> <p>Formal assessment eg Salford and NFER (year 5 and 6) consistently shows improvement.</p> <p>Regular monitoring of SEMH interventions indicates impact.</p> <p>End of year Data (July 2022) compared to beginning of year (October 2021) shows good progress with gaps narrowed for all children</p> <p>Informed discussion at pupil progress meetings</p> <p>Soft analysis of children's levels eg RAG rating, scaling demonstrates progress towards closing the gaps.</p>	<p><u>Governors</u> James Turner (pupil premium link governor) Jane Barber (data link governor) Glynis Tucker (SEND governor)</p> <p><u>Staff</u> SLT Subject leads</p>	<p>Rag rating</p> <p>Data drops</p> <p>SLT observing intervention and tutoring</p> <p>Termly data drops</p>
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<u>Progress against actions</u> <ul style="list-style-type: none">•		<u>Impact</u> <ul style="list-style-type: none">•		

Costs:intervention -£24,000

Target 3 To develop high quality RE teaching throughout the school

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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>Equip staff with knowledge and understanding of the new agreed syllabus</p> <p>Enable children to talk about prior and current learning in RE</p> <p>High quality engaging lessons across school</p>	<p>In house and external CPD for all teachers with follow up input from RE subject lead.</p> <p>Teaching and learning sessions allocated for follow up discussion.</p> <p>Staff to carry out pupil voice session at the end of each unit as monitored by Curriculum lead.</p> <p>Invite visitors into school from a variety of faiths</p> <p>Increase use of artefacts and hands on stimuli</p> <p>Visits to local places of worship</p>	<p>Increased staff confidence when delivering RE</p> <p>Evidence of high quality RE learning across school eg floor books and displays</p> <p>Robust monitoring of RE teaching and learning through learning walks identifies consistent high-quality teaching.</p>	<p><u>Governors</u> Kay Aldous</p> <p><u>Staff</u> SLT Victoria Shipp</p>	<p>Subject lead to monitor planning, floor books and lessons following inset training</p> <p>Pupil voice around the engagement of RE lessons</p>
<p><u>Progress against actions</u></p>		<p><u>Impact</u></p>		

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Costs-£2000

TARGET 4 - To embed effective leadership and delivery of the revised EYFS curriculum.

How we will achieve this target	Actions	How will we know we have achieved this?	Governor and staff linked to this strand	Monitoring/Evaluation
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Through strong leadership	Appoint a new EYFS lead who will meet with SLT weekly. EYFS to join in with whole school approaches where appropriate.	Increased consistency across the EYFS team.	<u>Governors</u> Chris Rivett	CPD log and minutes of meetings
Use of effective assessment	Use the new baseline assessment tool and See-saw to capture learning.	Successful completion of EYFS baseline tool. Continued high parental engagement with See- saw.	<u>Staff</u> Emily King (EYFS lead)	Subject action plans Discussion with Staff
Consistent teaching of reading and phonics	Adopt government- approved Rocket phonics across school to ensure fidelity.	Monitoring indicates consistency of approach across school. Children are making good progress.	SLT	Pupil voice
Ensure the curriculum is effectively covering all aspects of the EYFS framework	EYFS lead to monitor EYFS curriculum Objective led learning to be implemented Learning environment (inside and outside) is promoting continuous provision in line with new framework and share best practice.	Evidence of shared approaches and understanding of new EYFS curriculum across the EYFS team. Children are accessing all areas of the EYFS base with high quality continuous provision activities as evidenced by SLT and EYFS lead.	Subject leads	
Be aware of previous learning based on the new framework	Meet termly with the local preschools to discuss effective provision under the new framework	Shared good practice between pre- school settings and the school.		
Improve knowledge of the new EYFS curriculum across the team	Training of TAs around extending of learning through play	TAs confident with extending learning through play based conversation with children		

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<u>Progress against actions</u> <ul style="list-style-type: none">•		<u>Impact</u> <ul style="list-style-type: none">•		

Costs : £2000

TARGET 5 – Induction and development of ECT’s is in line with the new national framework

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>School to register and engage with the appropriate body</p> <p>Ensure mentors and Induction tutors are confident in their role</p> <p>ECTs fully supported throughout their two years of induction</p>	<p>School has registered with the UEA to deliver the programme via Capita and the university of Birmingham</p> <p>ECTs, mentors and induction tutors to attend all CPD offered by the appropriate body and ECT manager</p> <p>UEA training and ‘ECT Manager’ used effectively</p> <p>Mentors to meet ECTs weekly</p> <p>Induction tutors comply with expectations regarding observations, action plans and assessments.</p>	<p>Mentors and tutors complete all relevant paperwork in line with the new guidance</p> <p>Induction tutors and mentors meet termly to discuss the ECT’s progress</p> <p>ECT’s successfully complete their action plans to pass termly assessments.</p>	<p><u>Governor</u> Kevin Holland</p> <p><u>Staff</u> Bev Theobald Kirsty Savory Dom Clarke Hannah Bridgen</p> <p><u>ECT</u> Lauren Lees Lauren Sargeant</p>	<p>Termly reports completed by induction tutors and weekly meetings with mentors</p>
Progress		Impact		