



School Development Plan 2020/21

Context

- 430 children
- 4.7 % FSM
- 2.1 % PP
- SEND 4%
- EAL 3.3%

All data is from 18/19 due to COVID -19

EYFS 78% GLD (75% last year)

Phonic screening year 1 87% (last year 90%)
Year 2 4 out of 7 got it (57%)

SATS

Year 2	Exp	greater depth
Reading	87% (Nat 75%) (last year 88%)	38% (Nat 26%) (last year 23%)
Writing	80% (Nat 70%) (last year 83%)	13% (Nat 16%) (last year 12%)
Maths	82% (Nat 76%) (last year 86%)	31% (Nat 22%) (last year 18%)

Year 6

Reading	76% (Nat 73%)	(last year 83%)	19% (last year 28%)
Writing	85% (Nat 78%)	(last year 87%)	5% (last year 17%)
Maths	74% (Nat 79%)	(last year 88%)	24% (last year 24%)
SPAG	87% (Nat 78%)	(last year 83%)	50% (last year 48%)
Combined	71% (Nat 65%)	(last year 80%)	

19/20

- We had a very successful OFSTED graded good with outstanding features.
- We took part in the Town 'plant up at the park'.
- Through the Congleton Education Community Partnership we have had training on 'Coaching'.
- Town INSET was led by Tom Bennett (behaviour being taught)
- We have strong links with our feeder High School Eaton Bank.

We went into Lockdown on March 20th 2020.
Key worker children care continued through the period
Reception children back in school on 15th June
Year 1 22nd June and year 6 (part time) 29th June.

Quality of education COVID-19 response	Key aims	Cost	Progress/ strengths	Areas for further development	AUT	SPR	SUM
	To be prepared for the 3 elements – child isolating		Clear plan Accessible with immediate effect Clear expectations of staff and managing workload effectively. Use zoom lessons	To continually review and monitor processes and procedures alongside Government guidelines. To keep all parties up to date with adaptations.	Remote learning plan in place Risk assessment up dated /		

	Bubble isolation Lockdown	Catch up funding £33,000 over the year	Clear documentation on how communication is filtered to all with clear decision cascade.	To use assessments to ensure that 'catch up' is used effectively.	reviewed on a weekly basis		
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Quality of education	Key aims	Cost	Progress/ strengths	Areas for further development	AUT	SPR	SUM
School improvement focus area							
<ul style="list-style-type: none"> To continue to construct the curriculum that is ambitious and for all learners To ensure that the curriculum is coherently planned and sequenced 	<p>Intent To extend and modify the existing curriculum.</p>		<p>This has to be tailored to what the children actually need to know through the ‘catch up curriculum’.</p> <ul style="list-style-type: none"> High quality knowledge and skills teaching Well resourced Great presentation in the topic books that the children are so proud of. Middle leaders empowered to lead their subjects effectively 	<ul style="list-style-type: none"> Build the year topic plan broken down into units of work Ensure the links year on year Ensure that the National curriculum objectives are covered within the year 	<p>Catch up funding used to finance white Rose maths books, Pathways catch up plan with texts, Oxford Owls reading books online.</p> <p>Fortnightly Heads up at home produced for each year group.</p> <p>All topic plans on website for</p>		

<p>knowledge and achieve well.</p> <ul style="list-style-type: none"> • That sustained improvements in progress is achieved for all. • That end of stage results continue to improve. 			<ul style="list-style-type: none"> • Progress is good across the school. • SATs results over the last 3 years have been strong • Internal data collection is confident and close to predictions at end of key stages • Clear expectations and processes are 	<ul style="list-style-type: none"> • To use pupil voice to ascertain subject knowledge and the ability to use and apply previous learning • To continue to use PUMA/PIRA/GAPs to inform judgements • To use termly writing assessments to build on the moderation success of 18/19. • To increase SATs results over time • To increase greater depth in all subjects at KS2 • To retain the high expectations of progress across the school. 	<p>As of 3/12/2020 we were informed that KS1 SATS not happening this year and year 4 multiplication tests now voluntary. No GAPS test for KS2.</p>		
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<ul style="list-style-type: none"> To continue to focus on improving maths across the school To continue to focus on improving writing across the school – increasing the greater depth 			<p>in place across the school</p> <ul style="list-style-type: none"> White Rose /numicom is embedded as a maths resource across the school. Clear expectations and processes are in place across the school 	<ul style="list-style-type: none"> Through learning walks, book scrutiny and pupil voice we can evidence all using the same language and process PUMA indicates an increase in standards Interventions are used effectively to fill any gaps of knowledge. To concentrate on the teaching of multiplication tables and build on the pilot of year 4 testing summer 2019 Through learning walks, book scrutiny and pupil voice we can evidence all using the same language and process PIRA/GAPS indicate an increase in standards Interventions are used effectively to fill any gaps of knowledge. Moderation and staff meetings on a termly 	<p>Half termly monitoring by subject lead and findings fed back.</p> <p>Half termly monitoring by subject lead and findings fed back.</p>		
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<ul style="list-style-type: none"> To increase the reading at EXS and further secure the greater depth. To improve spelling across the school 			<ul style="list-style-type: none"> Over the past 3 years reading has been above national but slightly lower in 2019 Spelling at KS2 has improved since introduction of 'spelling shed' 	<p>basis to increase Teacher knowledge of expectations of Greater depth.</p> <ul style="list-style-type: none"> Parent workshops to show the expectations of writing across the school – to begin with year 6 in September. Individual reading high priority across the school To increase reading at EXS and maintain or improve at GD To continue to teach spelling twice a week For spelling subject lead to monitor spelling lessons and outcomes. 	<p>Half termly monitoring by subject lead and findings fed back.</p> <p>Half termly monitoring by subject lead and findings fed back.</p>		
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<ul style="list-style-type: none"> To increase the profile of science across the school SEND provision Pupil premium monitoring and provision 			<ul style="list-style-type: none"> Specialist science subject lead Science taught on a weekly basis across the school Science club linked to the High School PSQM award given to Gilt level TA's deployed on a 'needs basis' TA's highly trained on an individual basis. Needs analysis carried out on an individual basis and a plan is then put round each child. Capture child voice every term. 	<ul style="list-style-type: none"> Increase the subject knowledge across the school for teachers through Staff meetings, workshops and team teaching. To continue to embed the work done previously on 'thinking scientifically'. To measure the TA impact on the cohort provision maps. To develop a whole school provision map To continue with bespoke CPD (Autism/ Diabetes etc) To increase our intervention offer. To keep them as a high priority and monitor impact. 	<p>Half termly monitoring by subject lead and findings fed back.</p> <p>MS continues to assess impact and need of TA involvement and staffing.</p> <p>MS uses termly assessments to measure progress and provision.</p>		
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			<ul style="list-style-type: none">• Termly parent meetings – feedback positive.				
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Behaviour and attitudes	Key aims	Cost	Progress / strengths	Areas for further development	AUT	SPR	SUM
School improvement focus area							
<ul style="list-style-type: none"> To ensure high expectations for all, in all aspects of school life. To embed 'Jigsaw' across the school giving an umbrella To continue to create a culture of calm and mutual respect To ensure through direct and indirect teaching that BAME is recognised and celebrated. 	To gain an outstanding judgement in OFSTED in this element.		<ul style="list-style-type: none"> WAS award School council Strong pupil voice Attendance 97% Safeguarding council Excellent transition meetings prior to the children moving into the new classes covering ability, friendships, health issues etc CECP services (play therapy, well being etc) 	<ul style="list-style-type: none"> To embed 'jigsaw' across the school – Leaders of RE, PSHE and SENCO to lead on this area. To form a working party including Governors, parents , staff and children to ensure we cater for all within our multi-cultural society 	<p>Jigsaw being used across the school.</p> <p>Meetings have taken place by zoom to discuss what is covered in school through our Pathways, Jigsaw and topic work.</p>		

Personal Development	Key aims	Cost	Progress / strengths	Areas for further development	AUT	SPR	SUM
School improvement focus area							
<p>The curriculum provided by schools should extend beyond the academic. developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults</p> <p>Development of spiritual, moral, social and cultural provision.</p>	<p>Through the curriculum and extra-curricular activities children will be prepared for life in Britain.</p>		<p>Gained bronze UNCEF rights of the child award.</p> <p>SIAMS Outstanding at present but new framework introduced in Sept 2019.</p>	<p>Ensure a wide take up of the extra curricular activities.</p> <p>Use the theme weeks to ignite interest and involvement in a range of subjects.</p> <p>Prepare for the SIAMS inspection July 2020. Foundation Governors to be involved.</p>	<p>Due to COVID no after school clubs are taking place.</p> <p>Gemma Uttridge has led the school</p>		

<p>To prepare for the new changes in the Relationships Education Jan 2021</p>				<p>Through training, staff meetings and parental involvement to build the policy for relationships education in school.</p> <p>ET to lead on the changes required though the new legislation.</p>	<p>through the preparation and evidence collection with staff, parents and Governors.</p> <p>The policy is in draft and now needs to be shared with Governors and a parental consultation drawn up.</p>		
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Leadership and management	Key aims	Cost	Progress / strengths	Areas for further development	AUT	SPR	SUM
School improvement focus area							

Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.			<p>Senior leaders have a clear and ambitious vision for the school to be an outstanding provider.</p> <p>Empowered middle leaders with strong subject knowledge (as evidenced by SIP and award bodies).</p> <p>All SLT and middle leaders now trained coaches. (level 3)</p>	<p>To continue to create an ambitious, effective and professional team. This will be done through managing workload, effective CPD, coaching and monitoring.</p> <p>To further develop the middle leaders as we develop the curriculum for the whole school ensuring that through monitoring subject knowledge is secure and an upward spiral of knowledge is both planned for and attained.</p> <ul style="list-style-type: none"> • Planning shared on a half termly basis. 	Much has been done through succession planning and time and space has been given to the development of the SLT		
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<p>Governors to ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education</p>			<p>Committee structure is strong and well managed</p> <p>Audit committee effective at un-picking the budget, the spend and the projections and strategic management.</p> <p>Impact Committee has been working for a year using data to follow up lines of enquiry.</p>	<ul style="list-style-type: none"> • All subject leads to monitor coverage and challenge. • For observed teaching to be strong across the school. • For outcomes for most children to be expected or better. <ul style="list-style-type: none"> • Governors continue to be well trained and informed and therefore able to challenge procedure and practice. • Teams to be formed to monitor, support and challenge the development of the curriculum. First meeting autumn term. 	<p>Governors in finance roles have met with Lisa , new Bursar to look at reporting.</p>		
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Premises	Key aims	Cost	Progress / strengths	Areas for further development	AUT	SPR	SUM
School improvement focus area							
Improved learning environment	To create a well ordered and well resourced learning environment.	£2000 Tenants Maintenance		To continue with the rolling programme of re-decoration and re-flooring.	Being done with Gary doing a rolling programme of decorating minor works.		
Ceilings and lightning improvements	To up-date the oldest part of the ceilings and install more cost efficient lighting	CIF Bid		To install LED lighting and new ceiling tiles to the oldest part of the school. (Matt Bradley to help with the application)	All completed by October half term		

Field improvements	For the field to be playable!	Croppers (3 year contract)		To purchase football nets that can be moved. To re-seed / renew the parts of the field most affected.			
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Early Years	Key aims	Cost	Progress / strengths	Areas for further development	AUT	SPR	SUM
<ul style="list-style-type: none"> To ensure that children make good to rapid progress in Reading and Writing from their starting points. 	Provide children with high quality opportunities to read both in school and at home using online resources (Covid secure) and continue using the new Dandelion Launchers/Readers in school.	£300	Parents currently accessing Oxford Owl for children at home and current stock of books has been expanded in school.	To provide parents with access to Rising Stars texts online in order to expand what they already have access to. To provide further information to parents about how to help their child to read at home.	All online work in place. Workshop held with Parents 2/12/2020		

<ul style="list-style-type: none"> To increase the percentage of children achieving GLD at the end of EYFS and to ensure that they have a smooth transition into year 1. 	<p>To continue to further embed the use of Pathways to Write in EYFS alongside teaching of high quality phonics using Letters and Sounds/Jolly Phonics.</p>	£200	<p>The team have used parts of Pathways to Write in the previous academic year therefore are feeling more confident with how to adapt/use it to improve writing.</p>	<p>To audit the resources for phonics used in EYFS and to ensure that the planning and delivery is consistent, quick paced and of high quality. To purchase more current phonics resources as seen on social media.</p>			
	<p>To use starting points and steps of progress to 'target set' and drive more rapid progress.</p> <p>To identify children 'at risk' of not achieving GLD in the Autumn term in order to intervene appropriately for the remainder of the year.</p> <p>To begin the transition process with the Year 1 team earlier. Looking at Alistair Bryce Clegg and other EYFS specialists.</p>	£100	<p>Our GLD has been above national average for a number of years.</p>	<p>We would like the GLD % to be the best it can be and to have less children that have not achieved it in order to ensure that they are ready for Year 1.</p> <p>To attend training/begin to prepare for the change in the assessment/Early Learning Goals ready for the next academic year.</p>	Assessments ongoing.		