



# **School Development Plan** **2021/2022**

Henbury View First School is a one form entry first school, judged Outstanding at its previous inspection May 2011. The school converted to an academy in February 2019 within the Hamwic Education Trust.

The school is part of the 'Hillary Partnership' within the MAT. This has enabled the schools to seek support and challenge from other schools within the local area – Springdale First, Lytchett Primary, Upton Infants/Juniors, Bearwood Primary, Wimborne First School and Harbour View Federation.

The School Development Plan reflects the consistent and achievable aims desired by the staff to provide a primary provision for the children within the setting. Governors and leaders want a plan which reflects the clear message required to show all staff and parents that the school is working with the child at the core; enabling our children to develop the skills of effective learning in a safe, inclusive environment.

**Harnessing potential, enabling opportunities, growing the future.**

SIP 1					
To ensure the full curriculum is carefully sequenced so that knowledge and skills build over all year groups					
Priority	Action	Time frame	Led by/who's involved?	Impact	Evaluation Autumn 2021
<b>To ensure that subject specific knowledge and skills are well sequenced and build over all year groups</b>	<ul style="list-style-type: none"> <li>Develop the use of knowledge organizers for subjects which precisely match MTPs and depict non-negotiable knowledge and skills to be gained</li> <li>Clear rationale shared and agreed for each subject area</li> <li>Clear outcome of knowledge and skills on MTPs</li> <li>Adopt Jigsaw to enhance PSHE curriculum offer</li> <li>Introduce discreet books across wider curriculum</li> <li>Develop monitoring cycle of wider curriculum through book looks and pupil interviews and ensure the process is robust</li> <li>Staff to access training on how to sequence objectives effectively and with justification</li> <li>Introduce a new Maths medium-term planning format to enhance the development of a progressive curriculum</li> <li>Revisit effective AFL approaches to ensure teaching and learning is assessment driven</li> <li>To evaluate assessments so they are effective for the purpose they fulfill and efficient in their implementation</li> </ul>	Plans in place by end of Aut; ongoing monitoring  Spring staff meetings	SLT  Governors  Subject Leaders	Staff will have a clear understanding of the progression of knowledge across the curriculum, resulting in more rapid progress  Lessons will be well sequenced, build on prior learning and will provide appropriate challenge  Children will confidently know more and remember more about each subject  Books will evidence knowledge and skills taught	
<b>To establish a distributed leadership structure to drive curriculum and assessment development</b>	<ul style="list-style-type: none"> <li>To review structure of SLT roles and responsibilities (in line with Hamwic guidance)</li> <li>Further staff CPD to secure leaders' understanding of their role and responsibilities</li> <li>Increase capacity of subject leaders to consistently and confidently be subject champions.</li> <li>Develop culture of 'Aces in their Places'</li> <li>Introduce a clear system for governors to develop awareness of curriculum development in order to monitor impact</li> <li>Subject leaders to be accountable for reporting to governors on key priorities for their subject areas</li> </ul>	Aut  Aut and Sp  Summer	HC  JC  Subject leaders	All leaders clear about their roles and responsibilities.  Subject Leaders able to effectively document and talk through their roles as subject champions.  All leaders drive improved standards (demonstrated in pupils' books, data and pupil conferencing)  Consistent levels of accountability will be observed across the school	
<b>Autumn Milestones:</b>		<b>Spring Milestones:</b>		<b>Summer Milestones:</b>	
<ul style="list-style-type: none"> <li>Move to discreet books with knowledge organizers to ensure a curriculum that is progressive and builds on previous knowledge</li> <li>Clear rationale and enhanced curriculum maps in place for each subject</li> <li>CPD mapped for the academic year to support curriculum design</li> </ul>		<ul style="list-style-type: none"> <li>Subject Leader INSET – evidence ARE and monitor expectations from Aut</li> <li>Books evidence knowledge and skills taught for a unit</li> <li>All curriculum maps reviewed and in place enabling Subject Leaders to talk about their subject and rationale behind the planning</li> </ul>		<ul style="list-style-type: none"> <li>Triangulation of evidence of strong subject leadership as part of a systems review and reorganization.</li> <li>Presentations by year groups/subject leaders to school governing board</li> </ul>	

SIP 2		To refine our universal and SEND offer to improve outcomes for all				
Priority	Action	Time frame	Led by/who's involved?	Impact	Evaluation Autumn 2021	
<b>To embed an agreed set of quality first teaching principles within the classroom environment</b>	<ul style="list-style-type: none"> <li>Disseminate agreed universal offer to staff and parents</li> </ul>	Autumn Term	JC	Consistency in agreed principles of our universal offer		
	<ul style="list-style-type: none"> <li>Set up classrooms to maximize independence and provide purposeful and accessible scaffolding</li> <li>Monitor classroom environment and ensure all essential principles are in place and consistent across all year groups</li> </ul>		KD HC	Increased levels of pupil independence observed		
<b>To improve outcomes of PP /SEN children</b>	<ul style="list-style-type: none"> <li>Introduce a new monitoring and IEP format as part of our graduated response</li> <li>High quality CPD offer supported through schools OCR Level7 SPLD teacher /SENco/Hamwic summary training SEN</li> <li>PP/SEN progress monitored through PPM leading to interventions targeting catch up of key PP children (including those who should be GDS).</li> <li>Introduce TME to monitor small progress steps</li> <li>Increase accountability measures for delivery and monitoring of interventions detailed in our SEND offer</li> <li>Review the 'wider offer' for PP children e.g. music T&amp;L;; cultural development</li> <li>Ensure a strong reading offer for SEN/PP children.</li> </ul>	Autumn Term          Spring Term	JC KD HC	Teachers and TAs know the strengths and barriers for their SEN/ PP children  Graduated response evident  'Soft data' is more tangible, raising accountability and pupil outcomes		
<b>Autumn Milestones:</b>		<b>Spring Milestones:</b>		<b>Summer Milestones:</b>		
<ul style="list-style-type: none"> <li>Year Group targets in place and key children highlighted/monitored effectively</li> <li>IEP design improved and greater emphasis given on plan,</li> </ul>		<ul style="list-style-type: none"> <li>Lesson observations and books show all groups of children able to access curriculum</li> <li>PPM – SLT quality assure monitoring and review cycles</li> </ul>		<ul style="list-style-type: none"> <li>Narrow gap between disadvantaged and others nationally</li> <li>Pupils' attainment shows that most children make at least good progress.</li> <li>Early identification and use of catch up exemplifies where intervention</li> </ul>		

do and review cycle	<ul style="list-style-type: none"> <li>• Targets evident at front of SEND and PP books</li> <li>• TME utilized effectively for key pupils</li> </ul>	<ul style="list-style-type: none"> <li>• have diminished the difference</li> <li>• Shine used as a planning tool to support catch up.</li> </ul>

**SIP 3: Accelerate progress and raise attainment in writing across the school**

Priority	Action	Time frame	Led by/who's involved?	Impact	Evaluation
<b>Accelerate progress and raise attainment in writing across the school</b>	<ul style="list-style-type: none"> <li>• Develop and raise the profile of 'talk' and high quality vocabulary across all phases of the Talk for Writing process</li> <li>• Staff to access CPD, reflecting upon effective pedagogy for each stage of the writing process including effective modelling and the power of 'thinking aloud'</li> <li>• English Leader to coach and mentor staff to extend GD writers and maximize independence during the innovate stages</li> <li>• Staff to access CPD– effective scaffolding to build independent writing skills. Include strong links here to high quality modelling through shared writing</li> <li>• Review chosen model texts and evaluate their ability to broaden and develop the use of high-quality vocabulary</li> <li>• Monitor frequency of and planning for the 'Let's Write' stage (Independent writing opportunities) to ensure children are having varied opportunities to apply their taught skills in new contexts.</li> <li>• Increase opportunity to moderate judgements before each data drop</li> <li>• English leader to monitor the impact of learning conferences and children's awareness of their next steps</li> <li>• Continuous provision in EYFS and Year 1 promote early writing opportunities</li> </ul>	Aut  Spring  Aut	English subject lead  LD  Class teachers and TAs	<p><b>Expected Impact:</b></p> <p>Staff will feel confident about how to plan for and deploy TAs effectively to support scaffolding.</p> <p>Children will work with greater independence</p> <p>Greater number of children will achieve the expected standard</p> <p>Judgements will remain robust due to regular moderation</p> <p>Evidence in books will show how and when scaffolds were supportive and their impact will be observed</p> <p>Greater emphasis on talk and high-quality vocabulary will be reflective in the children's use of high-quality vocabulary in their written work</p>	

<p><b>To embed high quality early reading teaching</b></p>	<ul style="list-style-type: none"> <li>• Review progression in phonics between EYFS and Y1 and disseminate agreed expectations</li> <li>• Ensure teachers focus specifically on blending (Fred Talk)</li> <li>• Yr2 continued phonics from year 1 – support fluency and spelling</li> <li>• Review current reading schemes to support T&amp;L of phonics</li> <li>• High quality reading corner in Early Years Base – responsive to the children’s interests and reading ability</li> <li>• Develop high quality adult-pupil interactions to promote phonological awareness and embed taught phonic knowledge beyond the phonic lessons (See Priority 4 for training details)</li> </ul>	<p>Spring 2022</p>	<p>English Lead HC</p>	<p>Improved outcomes in Reading GLD</p> <p>Smooth transition between EYFS and Year 1. Children demonstrate readiness to begin the Year 1 curriculum.</p> <p>Yr2 children all begin yr3 having passed the screening check</p>	
<p><b>Autumn milestones</b></p> <ul style="list-style-type: none"> <li>• English Leader to deliver staff training on <u>September INSET</u> Importance of appropriate and targeted scaffolding to raise standards (Date here)</li> <li>• CPD –Benefits of talk in the writing process</li> <li>• Book looks/Bring and Brag sessions evidence effective scaffolding for weakest writers</li> <li>• Moderation prior to Nov data capture</li> </ul>		<p><b>Spring milestones:</b></p> <ul style="list-style-type: none"> <li>• <b>Staff meeting</b> – Strategies to develop understanding and use of high-quality vocabulary linked to model and guided reading texts</li> <li>• <b>Staff meeting</b> – Importance of talk during the innovate process (<i>model and discuss high-quality opportunities</i>) <ul style="list-style-type: none"> <li>- Review/discuss appropriate scaffolds during the <b>innovate</b> process (<i>bring and share</i>)</li> </ul> </li> <li>• Moderation prior to March data capture – review and discuss focus points above during sessions <ul style="list-style-type: none"> <li>- e.g. Feedback any actions or successes from previous vocabulary meeting (<i>link back to importance of model text and exposure to other high-quality texts through story time, guided reading, indep access</i>)</li> </ul> </li> </ul>		<p><b>Summer milestones;</b></p> <ul style="list-style-type: none"> <li>• <b>LD</b> consolidate ideas for enhancing vocabulary and agree any display/common non-negotiables for each class/key stage</li> <li>• Review actions/monitoring of scaffold focus and put in place further training and support if required</li> <li>• English lesson observations with a focus on use of high-quality model texts, appropriate scaffolding, use of ‘talk’ to enhance understanding and exposure to aspirational vocabulary (where appropriate) - <i>Identify mentor/coaching pairings to support areas for development</i></li> </ul> <p>Final moderation prior to June data – discussion and review of all core development points this year</p>	



<b>characteristics of effective learning</b>				Increased number of children achieving GLD	
<b>To develop high quality interactions to maximize outcomes</b>	<ul style="list-style-type: none"> <li>• New EYFS team to access CPD relating to high quality (teacher – pupil) interactions</li> <li>• Introduce clear and new monitoring cycle – clear and focused</li> </ul>	Spring	BW (& EYFS Team)  HC	<p>Improved standards in communication and language areas of learning</p> <p>Assessment is purposeful and more focused, reducing unnecessary teacher workload and maximizing opportunity for high quality interactions</p>	
<b>Autumn milestones:</b> <ul style="list-style-type: none"> <li>• Statutory baseline completed</li> <li>• Classroom environment reflective of purposeful continuous provision</li> <li>• Rigorous pupil progress meetings in place support to diminish the difference in prime areas</li> <li>• New EYFS teacher and team to access training relating to curriculum reforms, characteristics of effective learning, RWI</li> </ul>		<b>Spring milestones:</b> <ul style="list-style-type: none"> <li>• Rigorous pupil progress meetings in place support to diminish the difference in specific areas</li> <li>• Curriculum maps reviewed – our wider curriculum offer across the school detail and reflect new ELGs</li> </ul>		<b>Summer milestones:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	

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