



School Development Plan **2022/2023**

Henbury View First School is a one form entry first school, 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, Hillbourne Primary 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
To ensure that subject specific knowledge and skills are well sequenced and build over all year groups	<ul style="list-style-type: none"> To ensure that medium term plans match the long term plans in each subject, depicting non-negotiable knowledge. Clear rationale shared and agreed for each subject area Subject leaders have a clear understanding of key concepts and knowledge which are progressive from EYFS to Year 4. Develop all staffs understanding of knowledge progression ensuring that acquiring new knowledge is the focus. Develop monitoring cycle of wider curriculum through book looks and pupil interviews and ensure the process is robust Develop PHSE knowledge progression and knowledge to ensure that the curriculum offer is robust and meets the needs of the children. Develop Maths planning format to enhance the development of a progressive curriculum Embed the 'Henbury Teaching and Learning sequence' to ensure that children will confidently know more and remember more in each subject. To ensure assessments at the end of each unit are focused on assessing the key knowledge which is on long term overviews. 	<p>Plans in place by end of Aut; ongoing monitoring</p> <p>Aut inset – focus on curriculum knowledge and planning.</p> <p>Staff meetings throughout the year focus on developing teacher subject knowledge.</p>	<p>SLT</p> <p>Governors</p> <p>Subject Leaders</p>	<p>Staff will have a clear understanding of the progression of knowledge across the curriculum, resulting in more rapid progress</p> <p>Lessons will be well sequenced, build on prior learning and will provide appropriate challenge</p> <p>Children will confidently know more and remember more about each subject</p> <p>Books will evidence knowledge and skills taught</p>	
To establish a distributed leadership structure to drive curriculum and assessment development	<ul style="list-style-type: none"> To review structure of SLT roles and responsibilities (in line with Hamwic guidance) Further staff CPD to secure leaders' understanding of their role and responsibilities Increase capacity of subject leaders to consistently and confidently be subject champions. Develop culture of 'Aces in their Places' Introduce a clear system for governors to develop awareness of curriculum development in order to monitor impact Subject leaders to be accountable for reporting 	<p>Aut</p> <p>Aut and Sp</p> <p>Summer</p>	<p>SLT</p> <p>Subject leaders</p>	<p>All subject leaders clear about their roles and responsibilities.</p> <p>Subject Leaders able to effectively document and talk through their roles as subject leaders</p> <p>All leaders drive improved standards (demonstrated in pupils' books, data and pupil conferencing)</p> <p>Consistent levels of accountability will be observed across the school</p>	

	to governors on key priorities for their subject areas					
<p>Autumn Milestones:</p> <ul style="list-style-type: none"> • Planning matches clear progression of knowledge and teaching and learning is tightly matched to developing key knowledge. (Deep Dives for each subject mapped across the year). • Clear rationale and enhanced curriculum maps in place for each subject. • CPD mapped for the academic year to ensure that teachers have a clear understanding of subject progression in their year group and how this builds from prior year group and supports future year groups. • Subject leaders write a termly position statement for their subject for governors. 		<p>Spring Milestones:</p> <ul style="list-style-type: none"> • Subject leadership – mid year evaluation of pupil progress and teacher subject knowledge in their subject. • All subject leaders can talk about their subject and rationale behind the planning – knowing strengths and areas of development across the school. • Pupils books evidence knowledge taught for a unit and pupils can confidently talk about the new knowledge gained. • Subject leaders write a termly position statement for their subject for governors. 		<p>Summer Milestones:</p> <ul style="list-style-type: none"> • Triangulation of evidence of strong subject leadership. • Evaluation of each subject by the subject leader ensuring that the curriculum offer matches the identified specific knowledge for each year group and the impact on pupils learning. End of year evaluations to be shared with governors. 		

SIP 2		<i>To refine our universal offer to improve outcomes for all</i>			
Priority	Action	Time frame	Led by/who's involved?	Impact	Evaluation
<i>To embed an agreed set of quality first teaching principles within the classroom environment</i>	<ul style="list-style-type: none"> • Revisit and ensure that all staff are familiar with the Hamwic Teaching and Learning Handbook and implementing high quality teaching methodology. • Revisit and embed Henbury Learning sequence, ensuring that it a key feature of every lesson. • To ensure high quality task design which has a focus on engaging learners. • Effective deployment of Teaching Assistants, using the graduated response to scaffolding. • Set up classrooms to maximize independence and provide purposeful and accessible scaffolding • Monitor classroom environment and ensure all essential principles are in place and consistent across all year groups • Embed reading into writing journey, focus on developing knowledge of high quality vocabulary. • CPD – effective scaffolding to develop independent writing skills. • Ensure that continuous provision in EYFS promotes Early reading and writing opportunities. 	<p>Autumn Term inset to revisit High quality teaching and learning principles.</p> <p>Staff meetings to focus on revisit</p>	<p>SLT</p> <p>English and maths subject leaders</p>	<p>Consistency in agreed principles of our universal offer</p> <p>Increased levels of pupil independence observed</p>	
<i>To improve outcomes of PP/SEN/lowest 20% children</i>	<ul style="list-style-type: none"> • PP/SEN progress monitored through PPM leading to interventions targeting catch up of key PP children (including those who should be GDS). 	<p>Autumn Term</p> <p>Half termly tracking meetings with a focus on lowest 20% pupils, throughout the year.</p>	<p>SLT</p> <p>English lead</p>	<p>Teachers and TAs know the strengths and barriers for their SEN/ PP children</p> <p>Graduated response evident</p>	

	<ul style="list-style-type: none"> • Half termly tracking of lowest 20% of pupils and those who have fallen behind. • Increase accountability measures for delivery and monitoring of interventions detailed in our SEND offer • Ensure a strong reading offer for SEN/PP/lowest 20% 			<p>'Soft data' is more tangible, raising accountability and pupil outcomes</p>		
<p>Autumn Milestones:</p> <ul style="list-style-type: none"> • Year Group targets in place and key children highlighted/monitored effectively • Ensure that all teachers have IEP plans and implemented strategies. • Moderation prior to Nov data drop – identify writing priorities for each year group. • Review actions/monitoring of scaffold focus and put in place further training and support if required 		<p>Spring Milestones:</p> <ul style="list-style-type: none"> • Lesson observations and books show all groups of children able to access curriculum • PPM – SLT quality assure monitoring and review cycles • Develop a feedback policy • Review actions/monitoring of scaffold focus and put in place further training and support if required 		<p>Summer Milestones:</p> <ul style="list-style-type: none"> • Narrow gap between disadvantaged and others nationally • Pupils' attainment shows that most children make at least good progress. • Early identification and use of catch up exemplifies where intervention have diminished the difference • Shine used as a planning tool to support catch up. <ul style="list-style-type: none"> • Book look sessions evidence effective scaffolding for weakest writers • Moderation prior to June data drop – Identify writing priorities for each year group. • Review actions/monitoring of scaffold focus and put in place further training and support if required • Final moderation prior to June data – discussion and review of all core development points this year 		

SIP 3		To implement the new curriculum expectations for the EYFS effectively			
Priority	Action	Time frame	Led by/who's involved?	Impact	Evaluation
<p>To ensure our curriculum offer adopts all 'must' components detailed in the EYFS curriculum reforms (Sep 2021)</p>	<ul style="list-style-type: none"> Review curriculum offer, ensuring key concepts and knowledge identified and map into the whole school progression. Deliver new statutory baseline and use Hamwic guidance to capture assessment at termly data drops. Adopt a rigorous approach to pupil progress, focusing on 'off track' pupils, adjusting provision and close collaboration with parents (Increase focus on prime areas in the Autumn term and Specific Areas in the Spring term). RWI training for all EYFS team (delivered by RWI 10th October 2022) Evaluate maths curriculum, ensuring that progress and pace meet the needs of pupils. Subject leaders to ensure EYFS new curriculum and early learning goals are included in their wider curriculum maps and whole school progressive offer 	Aut	SLT BW Subject Leaders	Teaching and learning is assessment driven Assessment is purposeful and more focused, reducing unnecessary teacher workload and maximizing opportunity for high quality interactions EYFS curriculum and provision is compliant with up to date statutory requirements Increased number of children achieving GLD Better outcomes observed in reading and writing, supporting transition and readiness for Year 1 curriculum Curriculum is well sequenced and progressive from Foundation to Year 4	
<p>To enhance the continuous provision in the EYFS classroom to promote the characteristics of effective learning</p>	<ul style="list-style-type: none"> To develop the learning environment – evaluate current provision with Hamwic T&L Advisor and develop an action plan. EYFS team to continue to access CPD relating to characteristics of effective learning and effective continuous provision EYFS teacher to continue to have an opportunity to plan alongside experienced colleagues in a link Hamwic school Mentor is in place for new staff member 	Aut	SW BW	Planning to indicate opportunities to promote and develop the characteristics of effective learning, leading to better outcomes across prime and specific areas Increased number of children achieving GLD	

<p>Autumn milestones:</p> <ul style="list-style-type: none">• Statutory baseline completed• School based baseline completed in prime areas and specific literacy and maths.• Classroom environment reflective of purposeful continuous provision• Rigorous pupil progress meetings in place support to diminish the difference in prime areas• Opportunities to moderate judgements with colleagues from other Hamwic schools. <p>New EYFS teacher and team to access training relating to curriculum reforms, characteristics of effective learning, RWI</p>	<p>Spring milestones:</p> <ul style="list-style-type: none">• Curriculum maps reviewed – our wider curriculum offer across the school detail and reflect new ELGs• Rigorous pupil progress meetings in place support to diminish the difference in specific areas• Opportunities to moderate judgements with colleagues from other Hamwic schools.	<p>Summer milestones:</p> <ul style="list-style-type: none">• Curriculum maps reviewed – our wider curriculum offer across the school detail and reflect new ELGs• Rigorous pupil progress meetings in place support to diminish the difference in specific areas• Opportunities to moderate judgements with colleagues from other Hamwic schools.• Completed End of Year Profile, evidence pupils make good or better progress from their starting points.
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