



# **School Development Plan** **2024/2025**

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, Pimperne Primary School, 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.

**Every Child Matters, Every Moment Counts.**

**Let us be Respectful, Happy Learners.**

SIP 1		<b>To establish a distributed leadership structure to drive curriculum and assessment development.</b>			
Priority	Action	Time frame	Led by/who's involved?	Impact	Evaluation
<b>To develop a distributed leadership structure to drive curriculum and assessment development</b>	<ul style="list-style-type: none"> <li>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>Subject leaders to ensure Ofsted's next steps are implemented in their subject. ( To develop pupils writing across all areas of the curriculum, demonstrating their curriculum specific knowledge).</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>SLT to attend Hamwic Assessment briefings to ensure that school are using Hamwic assessment procedures in English and Maths.</li> <li>Subject leaders to be accountable for reporting to governors on key priorities for their subject areas</li> </ul>	<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>Pupil will be able to write with confidence across the curriculum.</p> <p>Consistent levels of accountability will be observed across the school</p> <p>Consistency of standards in English and Maths across the school.</p>	
<b>To develop a strong governing body, who have the skills and knowledge to support and challenge the leadership of the school.</b>	<ul style="list-style-type: none"> <li>To ensure that all Governors are fully aware of their role and responsibilities and how their skills and knowledge can support the governing body.</li> <li>Attendance at relevant Hamwic training courses, good practice and experiences are shared with the FGB.</li> <li>Governors to receive a copy of key school documentation.</li> <li>Governors to be supported in how to provide challenge to further drive standards and accountability.</li> <li>Governors to ask questions of the SLT and to be supported in triangulating evidence of the school work.</li> </ul>	<p>Aut term Gov meeting – Actions to be shared and plan implementation.</p>	<p>SLT and Chair of Governors.</p>	<p>All Governors to have a clear understanding of their role and responsibilities.</p> <p>Governors will have the confidence to challenge and support the schools leadership.</p> <p>Governing body minutes will show challenge and support.</p>	

Autumn Milestones:	Spring Milestones:	Summer Milestones:
<ul style="list-style-type: none"> <li>• Ensure that planning continues to match clear progression of knowledge and teaching and learning is tightly matched to developing key knowledge. (Deep Dives for each subject mapped across the year).</li> <li>• Hamwic inset day (25<sup>th</sup> Oct) focus on being a subject leader and understanding the accountability of role to raise standards across the curriculum.</li> <li>• All subject leaders to meet with curriculum lead to establish subject specific priorities, subject leader to write subject action plan.</li> <li>• Subject leaders in consultation with class teachers will identify writing opportunities.</li> <li>• Subject leaders write a termly position statement for their subject for governors.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leadership – mid year evaluation of pupil progress and teacher subject knowledge in their subject.</li> <li>• All subject leaders can talk about their subject and rationale behind the planning – knowing strengths and areas of development across the school.</li> <li>• Pupils books evidence knowledge taught for a unit and pupils can confidently talk about the new knowledge gained.</li> <li>• Subject leaders will monitor the quality of writing in their subject, adjust provision.</li> <li>• Subject leaders write a termly position statement for their subject for governors.</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulation of evidence of strong subject leadership.</li> <li>• 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.</li> <li>• Pupils are writing across all areas of the curriculum.</li> <li>• Hamwic subject leader (1/2 day CPD) to evaluate progress in own subject.</li> </ul>

SIP 2 To improve outcomes of PP/SEN/lowest 20% of pupils.					
Priority	Action	Time Frame	Led by/ who's involved?	Impact	Evaluation
<b>To improve outcomes of PP/SEN/lowest 20% children</b>	<ul style="list-style-type: none"> <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>Half termly tracking of lowest 20% of pupils and those who have fallen behind.</li> <li>Increase accountability measures for delivery and monitoring of interventions detailed in our SEND offer</li> <li>Ensure a strong reading offer for SEN/PP/lowest 20%</li> </ul>	<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> <p>'Soft data' is more tangible, raising accountability and pupil outcomes</p>	
<p><b>Autumn Milestones:</b></p> <ul style="list-style-type: none"> <li>Year Group targets in place and key children highlighted/monitored effectively</li> <li>Ensure that all teachers have IEP plans and implemented strategies.</li> <li>Moderation prior to Nov data drop – identify writing priorities for each year group.</li> <li>Review actions/monitoring of scaffold focus and put in place further training and support if required</li> </ul> <p>Pupil participation – Pupil book study</p>		<p><b>Spring Milestones:</b></p> <ul style="list-style-type: none"> <li>Lesson observations and books show all groups of children able to access curriculum and demonstrating independent strategies.</li> <li>Evidence of adults using support scale during learning walks and evidence of pupil progress in books.</li> <li>PPM – SLT quality assure monitoring and review cycles</li> <li>Review actions/monitoring of scaffold focus and put in place further training and support if required</li> </ul> <p>Task Design – Pupil book study</p>		<p><b>Summer Milestones:</b></p> <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 have diminished the difference . <ul style="list-style-type: none"> <li>Book look sessions evidence effective scaffolding for weakest writers</li> <li>Moderation prior to June data drop – Identify writing priorities for each year group.</li> <li>Review actions/monitoring of scaffold focus and put in place further training and support if required</li> <li>Final moderation prior to June data – discussion and review of all core development points this year</li> </ul> </li> </ul> <p>Dual Coding – Pupil book study</p>	

SIP 3		To ensure consistent teaching of reasoning and problem solving strategies to improve pupil outcomes in mathematics.			
Priority	Action	Time frame	Led by/who's involved?	Impact	Evaluation
<b>To ensure that reasoning and problem solving strategies are well sequenced and build over all year groups</b>	<ul style="list-style-type: none"> <li>Establish a maths curriculum that integrates opportunities for reasoning and problem solving for each unit of work. Ensuing that these skills are progressively built upon, from basic concepts to more complex problems.</li> <li>Teach pupils various methods to approach problems such as visual models, logical reasoning, use of open questions which promote reasoning and multiple steps to solve, encourage discussion, where teacher and pupils discuss their thought processes on how they have arrived at their answers. etc to enable pupils to find strategies that work best for them</li> <li>Assess pupils reasoning and problem-solving skills through quizzes, assignments and class activities – encouraging pupils to reflect on their problem-solving approaches and learn from mistakes.</li> <li>Regular CPD sessions focussed on effective strategies for teaching reasoning and problem solving. This could include workshops, peer observations and collaborative planning sessions.</li> <li>Encourage teachers to share successful strategies and resources with colleagues.</li> </ul>	<p>Aut term staff meeting to focus on reviewing summer 2 staff meeting which focused on problem solving and reasoning.</p> <p>Staff meetings throughout the year focus reviewing progress made and identifying next steps.</p>	<p>Maths subject leader</p> <p>SLT</p> <p>Governors</p>	<p>Staff will have a clear understanding of how to implement reasoning and problem opportunities across the curriculum.</p> <p>Lessons will be well sequenced, to provide opportunities to reason and problem solve.</p> <p>Children will be able to confidently approach mathematical problems .</p> <p>Assessments will evidence progress in reasoning and problem solving.</p>	
		<p><b>Autumn Milestones:</b></p> <ul style="list-style-type: none"> <li>Planning evidences opportunities for reasoning and problem solving with a clear progression.</li> <li>Autumn term CPD – ensure that teachers are familiar with implementing reasoning and problem solving opportunities within each unit of work.</li> <li>Subject leader to write a termly position statement for their subject for governors.</li> </ul>	<p><b>Spring Milestones:</b></p> <ul style="list-style-type: none"> <li>Subject leader – mid year evaluation of pupil progress and teacher subject knowledge in their subject, identify key next steps to ensure good progress by all pupils.</li> <li>Maths subject leader will have a clear understanding of strengths and areas for development across the school.</li> </ul>	<p><b>Summer Milestones:</b></p> <ul style="list-style-type: none"> <li>Triangulation of evidence of strong subject leadership.</li> <li>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.</li> </ul>	

SIP 4		<i>To refine our wider curriculum offer through an effective and sustainable forest school offer for all pupils. (2 year target).</i>				
Priority	Action	Time frame	Led by/who's involved?	Impact	Evaluation	
<b><i>To establish an effective and sustainable Forest School offer for all pupils. (year 1)</i></b>	<ul style="list-style-type: none"> <li>Research Forest School training.</li> </ul>	Autumn term	Swall – in	<ul style="list-style-type: none"> <li>Trained Forest School staff</li> </ul>		
	<ul style="list-style-type: none"> <li>Identify 2 members of staff to undertake forest school training.</li> </ul>	Spring term	collaboration with Forest school staff.	<ul style="list-style-type: none"> <li>Implementation action plan developed following training</li> <li>Planning progression written</li> <li>Small groups accessing forest school.</li> </ul>		
	<ul style="list-style-type: none"> <li>Following training develop an implementation plan – including vision, resource management, policies, planning, long term progression, weekly planning, CPD for all staff.</li> </ul>	Summer term				
	<ul style="list-style-type: none"> <li>Begin small groups – trialing planning, resources, timings, staffing etc</li> <li>To investigate grants and funding to ensure that forest school model is sustainable</li> </ul>	On going				
<b>Autumn Milestones:</b> <ul style="list-style-type: none"> <li>Two members of staff Forest School Trained.</li> <li>Vision for Henbury View Forest School identified.</li> </ul>		<b>Spring Milestones:</b> <ul style="list-style-type: none"> <li>Forest school implementation plan written – resourcing, costings etc</li> <li>Long term planning written</li> <li>Policies for Forest School written.</li> <li>Whole school staff CPD – to share long term vision including sustainability – funding, curriculum</li> </ul>		<b>Summer Milestones:</b> <ul style="list-style-type: none"> <li>Small Forest school groups established to monitor and evaluate plans which are in place to ensure ready to scale up for the following year to class groups.</li> </ul>		