



Peterchurch Primary School

School Development Plan

Summer Term 2022 - Summer Term 2023



Priority 1: The Quality of Education					
			<p>Ofsted Priorities:</p> <ul style="list-style-type: none">• The curriculum in several subjects is not well sequenced. This means that pupils are not able to build reliably upon their existing knowledge and skills. Leaders should plan the curriculum in all subjects so that pupils can develop their knowledge progressively over time.• Leaders have not considered whole-class reading texts in the key stage 2 reading curriculum well enough. Consequently, pupils’ reading skills are not developed as well as they could be. Leaders should review and develop the reading curriculum in key stage 2 to ensure that pupils’ reading skills are fully developed.		
<p>Success Criteria:</p> <ul style="list-style-type: none">• The school’s curriculum intent and implementation are thoroughly embedded securely and consistently across the school• Work given to pupils over time matches the aims of the curriculum• Learning is coherently planned and sequenced so that pupils cumulatively develop knowledge and skills in all areas of the curriculum• Outcomes in reading, writing and mathematics are above national averages by the end of Key Stage 1 and within Key Stage 2• Pupils receive a broad, balanced, relevant curriculum, which motivates them to learn					
Tasks	Personnel	Resources/CPD	Timescale	Monitoring Process	Evidence of Impact



1.1a Raise the quality of reading across the school - Identify reading intent and implementation - Ensure high quality texts are used throughout the curriculum - Foster love of reading by providing opportunities for pupils to listen to adults read - Create new library within school	Xanthe Hill Alys Evans All teaching staff	Staff meeting time Purchase of further books (fiction and non-fiction) that link to curriculum areas across the school	Autumn Term 2022 onwards	English team to monitor the implementation and effectiveness of new strategies Senior leadership monitoring and evaluation of standards	Outcomes in reading are improved, as evidenced in pupil progress meetings The prioritisation of reading is evident across the school (displays/ library etc) Pupils and adults talk knowledgeably about books
1.1b Raise the quality of early reading across the school - Research range of phonics schemes - Purchase phonics scheme - Ensure texts match phonics learned - Provide training for all staff - Implement new scheme	Xanthe Hill	Staff meeting time Purchase of phonics scheme	Summer Term 2022 onwards	Xanthe Hill to monitor the implementation and effectiveness of new strategies Use of regular phonics assessments to ensure pupils are making progress Senior leadership monitoring and evaluation of standards	Outcomes in early reading and phonics are improved, as evidenced in pupil progress meetings Outcomes in phonics are improved, so that 100% of pupils achieve the expected standard in the phonics check



1.1c Raise the challenge in reading across KS2 - Identify high quality challenging texts for Key Stage 2 - Purchase appropriate texts - Ensure high quality texts are used throughout the curriculum	Alys Evans	Staff meeting time Purchase of further books (fiction and non-fiction) that link to curriculum areas across the school	Autumn Term 2022 onwards	Alys Evans to monitor the implementation and effectiveness of new strategies Senior leadership monitoring and evaluation of standards	Outcomes in reading are improved, as evidenced in pupil progress meetings
1.2 Raise the quality of writing across the school - by extending pupils' receptive and expressive vocabulary - raise awareness of the expected standards of writing in each year group - Attend local writing moderation meetings	Xanthe Hill Alys Evans All teaching staff		Autumn Term onwards	Alys Evans (KS2) monitor the frequency and quality of extended writing Senior leadership monitoring and evaluation of standards	Pupils are using increasingly sophisticated vocabulary within their writing and make vocabulary choices which have an impact on the reader Outcomes in writing are improved, as evidenced in pupil progress meetings



<p>1.3 Raise the quality of mathematics across the school</p> <ul style="list-style-type: none"> - Audit the quality of teaching and learning and standards in mathematics - Identify a consistent mathematics intent and implementation (concrete, pictorial, abstract approach). - Ensure there are frequent opportunities for pupils to apply mathematical reasoning in investigations and problem solving - 	<p>Helen Davies All teaching staff</p>	<p>Purchase other resources</p> <p>Use of White Rose</p>	<p>Autumn Term onwards</p>	<p>Helen Davies to monitor the range of mathematics learning in work books</p> <p>Senior leadership monitoring and evaluation of standards</p>	<p>Outcomes in mathematics are improved, as evidenced in pupil progress meetings</p>
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<p>1.4 Improve the overall quality of teaching and learning across the curriculum</p> <ul style="list-style-type: none"> - Create a whole school curriculum plan that ensures learning is sequential and builds on previous learning - Ensure questioning encourages deep thinking and provides challenge - Develop knowledge organisers - Ensure learning opportunities are engaging, meaningful and fun - Ensure the use of assessment tools enables teachers to have an accurate understanding of pupils learning needs, so that work set provides appropriate challenge and pupils are able to acquire appropriate knowledge and skills over time 	<p>Helen Davies</p> <p>All teaching staff</p>	<p>Staff meeting time</p>	<p>Autumn Term onwards</p>	<p>Senior leaders to monitor quality of teaching across the school during phase reviews</p>	<p>Teaching is consistently strong across the school</p> <p>Learning builds on previous learning</p> <p>Teachers know and can articulate precisely the knowledge and skills that pupils need to acquire</p>
<p>1.5 Ensure all pupils receive a wide curriculum through discovery learning and where appropriate, outdoor learning</p> <ul style="list-style-type: none"> - Establish curriculum intent and implementation that is ambitious 	<p>Alys Evans</p> <p>Xanthe Hill</p> <p>Helen Davies</p>	<p>Time for monitoring</p>	<p>Autumn Term onwards</p>	<p>Senior leaders to monitor the coverage and quality of learning across the curriculum</p> <p>Class discovery books</p>	<p>Pupils receive a broad, balanced, relevant curriculum, which motivates them to learn</p>



1.6 Ensure pupils with SEND achieve exceptionally well - Rapid identification of pupils who are falling behind their peers - Identify bottom 20% - Interventions in place that enable pupils to catch up	Helen Davies (Kahlia Laws)	SENDCo training?	Autumn Term onwards	Senior leaders to monitor quality of SEND teaching across the school	SEND pupils achieve well
1.7 Improve opportunities to develop a wide range of sports skills - Use sports specialists to deliver sport - Participate in competitions and sporting events - Introduce House system	Cathy Thomas	Sports Premium Funding	Summer Term onwards	Analysis of the spending of Sports Funding and the impact of that spending	Pupils have frequent opportunities to engage in sports activities. Pupils sporting skills are increased.



<p>1.8 Improve the quality of The Arts teaching across the school</p> <ul style="list-style-type: none"> - Provide weekly music tuition from specialist teachers - Seek opportunities for musical performance, internally and externally -Improve art room so it is fully equipped with resources - Seek opportunities to display art work internally and externally - Hold a whole school art week 		<p>Music tuition</p> <p>Purchase of art resources</p>	<p>Autumn Term onwards</p>	<p>Senior leaders to monitor quality of music teaching across the school</p> <p>Opportunities for whole school performances demonstrate excellent singing and instrument playing</p>	<p>Pupils have frequent opportunities to engage in musical activities. Pupils knowledge and skills in understanding of music is increased.</p> <p>Skills developed through music are applied across the curriculum e.g. listening, focus, rhythm and pattern</p> <p>Pupils have frequent opportunities to engage in high quality art activities.</p> <p>Pupils' knowledge and skills in art are increased Pupils work in two and three dimensions</p> <p>Pupils' work is high profile around the school.</p>
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Priority 2: Behaviour and Attitudes

Success Criteria:

- Behaviour across the school is exceptionally good
- All pupils feel safe and cared for
- Pupils experiencing difficulties are catered for effectively
- Attendance is above national averages

Tasks	Personnel	Resources/CPD	Timescale	Monitoring Process	Evidence of Impact
2.1 Continue to focus on securing consistently excellent behaviour - Write and adopt new behaviour policy	Helen Davies All staff		On-going	Behaviour log monitoring	Pupils' behaviour is excellent in class and around school. Pupils are courteous and respectful
2.2 Continue to provide emotional support for vulnerable pupils - Provide training for lead practitioner for mental health and all staff	Helen Davies Cathy Thomas	Staff meeting time	Spring Term	Observations and discussions with senior leaders	Vulnerable pupils have a growing sense of self-esteem and are able to regulate themselves in the face of challenge
2.3 Continue to improve attendance of all pupils	Helen Davies		On-going	Senior Leadership to monitor and report to governors	Attendance is 96% or above Persistent absence is effectively challenged



Priority 3: Personal Development					
Success Criteria: <ul style="list-style-type: none"> • Behaviour across the school is outstanding • Attendance is 					
Tasks	Personnel	Resources/CPD	Timescale	Monitoring Process	Evidence of Impact
3.1 Develop and deepen pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance - Promote anti-racism as a leadership priority -Raise pupils' awareness of the world's diversity in race and culture - Improve understanding about racism and its impact - support an inclusive culture that challenges anti-racist actions and behaviours	Helen Davies All staff		Summer Term onwards		Pupils talk knowledgeably about the British values and can articulate how they are reflected in school



3.2 Provide a wide range of opportunities to nurture and develop pupils' talents and interests - Trips -Visitors - Use of specialist teachers	All staff		On-going		Pupils are motivated to join in. They have a wide range of interests
3.3 Continue to develop pupils' character through curriculum experiences, assemblies and rewards	Helen Davies All staff		On-going	Observations and discussions with senior leaders	Pupils are: <ul style="list-style-type: none"> • Ambitious • Risk-takers • Innovative • Team players • Strong • Focused • Proud



Priority 4: Effectiveness of Leadership and Management

Ofsted Priorities:

- There is considerable inconsistency in the effectiveness with which staff implement the curriculum. Delays in training have contributed to this. Consequently, some teachers are not providing work that is appropriately demanding for pupils. Leaders should ensure that all teaching contributes well to pupils acquiring and retaining knowledge in the subject being taught.
- Subject leaders have had scant opportunity to monitor the effectiveness of the curriculum in the subjects for which they are responsible. As a result, they have lacked the opportunity to identify weaknesses in the curriculum and contribute to school improvement. Leaders should provide subject leaders with more opportunities to monitor their subjects so they can contribute to the overall school improvement.



Success Criteria:

- Staff understand the vision and values of the school and work to contribute to this
- Staff understand the high levels of expectation for all aspects of teaching learning, behaviour and pupil welfare
- Senior Leaders know the quality of teaching and learning with the school
- Subject leaders are empowered to lead developments within their subjects
- Governors are well-informed and understand the strengths and weaknesses of the school
- The school enjoys a highly professional reputation in the area
- Pupil numbers continue to increase

Tasks	Personnel	Resources/CPD	Timescale	Monitoring Process	Evidence of Impact
4.1 Establish a clear understanding of the quality of teaching, learning and outcomes in each class through termly phase reviews	Helen Davies	One day per phase each term	On-going	Report to Governors	Observations and evidence in books demonstrate excellent teaching and learning over time. Outcomes for pupils demonstrate strong progress over time.



4.2 Subject leaders undertake effective monitoring and evaluation within their subject - Provide leadership training for all teaching staff - Hold regular team meetings - Establish expectations of subject leadership, including the evidence of achievement for each subject - Create action plans, statements of intent, implementation and impact and a policy for each subject	Helen Davies Xanthe Hill All teaching staff	Training day morning (September 2022) Staff meeting time Liz Farr – Herefordshire Advisor to provide subject leadership training Release time to conduct monitoring activities	Autumn Term 2022 onwards	Report to senior leaders and whole staff Produce written report Discussions between subject leaders and senior leaders about the impact of the middle leadership role	Success is celebrated Underperformance is challenged Strategies to improve the quality of teaching and learning are identified and monitored for impact.
4.3 Governors have a clear understanding of the effectiveness of all school provision for pupils through learning walk and information from senior leaders	All governors Helen Davies Xanthe Hill Subject Leaders	Governors spend time in school	On-going	Report to Governors	Governors can talk about the school with authority and accuracy
4.4 Leadership training is undertaken by leaders, where appropriate. - NPQ programmes - SENDCo award - Mental Health Lead	All Leaders	Cost of training	On-going	Report to Governors	Leadership capacity within the school continues to grow.



<p>4.5 Improve the profile of the school within the local community</p> <ul style="list-style-type: none"> - Develop website to reflect the unique nature of the school - Create marketing materials to promote the school - Liaise with local companies 	Helen Davies		Autumn Term 2022 onwards	Report to Governors	<p>Pupil numbers continue to grow</p> <p>The school has a positive professional reputation in the community</p>
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Priority 5: Effectiveness of Early Years Provision					
Success Criteria: <ul style="list-style-type: none"> Pupils leave EYFS with a good level of development 					
Tasks	Personnel	Resources/CPD	Timescale	Monitoring Process	Evidence of Impact
5.1 Improve systems to track pupil progress	Xanthe Hill	Staff meeting time Tapestry assessment tool	Autumn Term	Senior leaders to evaluate the clarity of data information	Staff have a consistent understanding of standards of achievement across all aspects of the EYFS Data produced is clear and effectively analysed to ensure maximum pupil progress

<p>5.2 Improve the overall quality of teaching and learning across the EYFS</p> <ul style="list-style-type: none"> - Ensure questioning encourages deep thinking and provides challenge - Ensure adults are effectively deployed - Embed early reading strategy - Ensure learning opportunities are engaging, meaningful and fun - Ensure the use of assessment tools (Tapestry) enables teachers to have an accurate understanding of pupils learning needs, so that work set provides appropriate challenge and pupils are able acquire appropriate knowledge and skills over time 	Xanthe Hill				Pupils show sustained concentration
<p>5.3 Ensure resources within EYFS are of the highest quality and are organised</p>	Xanthe Hill	Funding for maintenance and development of EYFS rooms and resources	Autumn Term	Lesson observations during phase reviews	Resources are fit for purpose, stored appropriately and make a strong contribution to children's learning across all aspects of EYFS



5.4 Improve outdoor provision for all EYFS children.	Xanthe Hill	Funding for the development of EYFS outdoor learning space	Spring Term	Lesson observations during phase reviews	Outdoor learning space is fit for purpose and makes a strong contribution to children's learning across all aspects of EYFS
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