Parc Eglos Primary School SDP 2022 - 23

Priority One - Quality of Education

Monitoring impact of the curriculum identifies, tracks and affects pupil progress across the whole curriculum.

Priority Two – Quality of Education

Curriculum adaptation continues to maximise opportunities to advance learning of all groups of children through an enriched and well-maintained environment

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Priority Three – Quality of Education

Improve Parental Engagement & Community Co-operation

Priority Four - Leadership & Management

Develop roles and responsibilities of new leadership structure

MAT Development Plan - Further develop systems of monitoring and support to ensure the continued improvement in key outcomes for pupils		
Trust Leader – Tamsin Lamb		
Objectives	**What will success look like?**	**How does this work positively impact on the quality of Teaching and Learning?**
1. <mark>Ensure every pupil benefits from an ambitious, sequenced and progressive curriculum with clearly defined outcomes.</mark>	1.1. Every school has a defined learning sequence which secures a progression of skills, knowledge and concepts from EYFS to Year 6. 1.2. The curriculum in EYFS is sufficiently challenging and sequenced progressively across all 7 areas of learning. 1.3. High expectations and ambition are evident through clearly defined outcomes building on core knowledge in every area of learning. 1.4. The needs of disadvantaged pupils and those with SEND are considered and planned for to secure ambitious outcomes. 1.5. Staff have good subject knowledge	**Impact on T&L** A high quality curriculum from which teachers can refine pedagogy will maximise learning
2. Further develop classroom practice to secure high quality first teaching for all, including pupils who are disadvantaged and have SEND needs.	2.1 Teaching of the curriculum ensures that pupils understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently. 2.2 Assessment is used effectively to check pupil's understanding of the curriculum, to correct misunderstandings and inform teaching. 2.3 Where gaps are identified in pupils learning, provision enables them to catch up quickly, particularly in reading. 2.4 Provision for pupils with SEND is suitably ambitious, adapted to meet individual needs and ensures they are well prepared for the next steps in their education. 2.5 EYFS curriculum is taught in a logical progression, systematically with a wide range of learning opportunities which secure progress for all learners 2.6 End of Yr 1 phonics, KS1 and KS2 attainment is at least in line with National averages for reading, writing and maths in every school, including GDS.	**Impact on T&L** Quality first teaching for all secures good outcomes including cultural capital.
3. <mark>To ensure leadership at all levels works coherently to develop a continuously improving system</mark>	3.1 Curriculum Leaders actively engage with trust wide networks, develop the subject knowledge and leadership skills to monitor and evaluate their subject and take effective action to secure improved outcomes. 3.2 Leaders identify and actively promote development opportunities for all staff, linked to continuous performance management. 3.3 Leaders (including governors) value the Trust school improvement systems, they understand their roles and support available to them. 3.4 Trust and school attendance strategies are effective in improving attendance and punctuality for all and reducing the number of pupils who are persistently absent. 3.5 The trust performance management system (CPPD building blocks) supports professional development for all staff (inc TAs, admin, site staff).	**Impact on T&L** Leaders effective in managing change and building effective teams will ensure staff can develop, becoming ever improving practitioners.

Cross reference where school priority meets <mark>Crofty</mark> objective

<mark style="background-color:lightblue">Capacity added</mark>, <mark style="background-color:peachpuff">capacity from</mark> Crofty schools

Priority 1 Quality of Education

- Monitoring impact of the curriculum identifies, tracks and affects pupil progress across the whole curriculum.
  (Our drive is for an 'Ambitious Curriculum' (tricky & Challenging for children) Focus in previous years has been on Intent and Implementation of subject areas so now need to develop subject leaders to monitor impact in their curriculum area)

Objectives	Success Criteria	Key milestones (by end December 22)	Key milestones (by Easter 23)
1A. Embed a systematic and robust programme for teaching synthetic phonics / reading across the school.	• Systematic & rigorous approach to reading and phonics is further delivered across the whole school building n the previous year. • Phonics Screening scores improve on June 2022, reflecting good progress as a result of enhanced teaching and learning. • Little Wandle SSP and VIPERS impacts positively on children's understanding of phonics and reading of all ages and abilities as well as staff •	Continued Little Wandle training updates completed by all Phase 1 staff. Rapid Catch-up training for Phase 2 staff delivering interventions.	Training completed by all phase 3 staff Reading interventions affect progress so children in phase 2 move off Little Wandle programme.
1B. Analyse assessments monitoring impact of the curriculum to identify, track and affect pupil progress across the whole curriculum.	• Feedback and assessment ensure good progress for all pupils. Data will be effectively used to identify, track and affect pupil progress in reading, writing and maths. • There is specific impact on boys reading to improve • Assessment is used effectively to demonstrate impact of all curriculum areas by teachers, especially the core curriculum to ensure good and outstanding progress in these areas. • Through termly monitoring we will continue to; a) Track vulnerable groups incl. SEN & pupil premium children b) Identify children making little or no progress across the school and focus intervention on individual need c) Moderate reading and writing across the school at the end of each term	End of term Data Drop Analysis Children making little or no progress across the school will be identified and focussed intervention put in place.	End of term Data Drop Analysis Children making little or no progress across the school will be identified and focussed intervention put in place.
1C. Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.	• Highly focused teaching impacts attainment and enables progress across the curriculum • Steps to learning are used to ensure progression in learning • Pupil conferencing informs assessment and impacts on teaching & progress of all. Pupil conversations demonstrate that the level of engagement and enjoyment is high. • Teachers systematically and effectively check pupils' understanding throughout lessons and through constructive feedback and high quality 'in class intervention' they may intervene providing notable impact on the quality of learning as evidenced in observations. • PPG supports progression of vulnerable groups	Termly tracking meetings inform SLT of pupil progress across the school Nov Pupil Conferencing in each subject	Termly tracking meetings inform SLT of pupil progress across the school Whole school monitoring in Feb (pupil conferencing, book look) in each subject area. Pupil conferencing identifies how well children remember more in each subject
1D. Raise our focus on Writing, ensuring at least good progress for all pupils.	• Introducing writing key concepts ensures highly focused teaching which impacts attainment and enables progress across the curriculum • Steps to learning are used to ensure progression in learning through carefully planned units.	Key concepts shared with staff	KS2 start using programmes by Jane Consedine for their year groups writing units.
1E. Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum.	• Subject Leaders lead effectively, confident knowledge and understanding ensures there is continuity, progression and promotion of high standards. • Pupil and parent satisfaction levels will rise as a result of having highly focussed programmes of work		Review of documents created in each subject area develops greater confidence in staff discussions – more knowledgeable when talking about the role as subject leader.

Priority 2:   Curriculum Adaptation

- Creative Curriculum adaptation influences progress and maximises opportunities to advance learning through an enriched and well-maintained learning environment.
  (We continue to maximise opportunities to advance learning of all groups of children through focussed teaching and learning in all curriculum areas)

Objectives	Success Criteria	Key milestones (by end December 22)	Key milestones (by Easter 23)
2A. Pupil Conferencing identifies that children speak confidently and in detail about their learning	• Children are remembering key concepts and making important links in their learning across the curriculum • Pupil and parent satisfaction levels will rise as a result of having focussed programmes of work	Pupil conferencing in the autumn term provides leaders with a baseline for decision making and change management	Pupil conferencing in early Feb informs staff on progress towards action points and next steps.
2B. Continuous Performance Management system supports all levels of leadership to ensure we maximise opportunities for pupil progress	• All subject leaders have a clear understanding of their role, their contribution and impact in their curriculum area based on pupil outcomes. • Curriculum leaders identify and develop Implementation of their subject area to meet Intent statement in order to achieve a broad, balanced and highly creative curriculum. • Curriculum leaders ensure staff knowledge of the curriculum enables precision learning of skills and key concepts following a clear progression framework • Subject leaders meet with members of SLT once a term • Staff are more confident at leading areas of the curriculum, evaluating and embedding areas for development across the school. Particularly in respect to achieving a highly creative curriculum. • All Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified, at an early stage of their careers and new to post.	All teaching staff to have met with HT for review of previous years targets and to set targets for this academic year. Staff identified to attend organised network meetings, subject conferences etc. ECT's attend training and are supported weekly by mentors	Support staff PM meetings Spring 1with HT and Phase leaders Teacher PM check-ins Spring 2with HT and in their triad groups Staff identified to attend organised network meetings, visits to other schools/settings
2C. A High focus on enhancing the learning environment enriches learning to include a focus on an environment supportive of emotionally safe spaces	• Interventions and activities that run day to day enhance and support children's social and emotional needs •	Identified children supported for MH counselling and SLT mentoring in house and through external professionals	Identified children supported for MH counselling and SLT mentoring in house and through external professionals TIS sessions re-start

Priority 3:   Communication With Stakeholders

- Improved Communication supports community cooperation and parental engagement
  (Maximise systems and approaches to communication internally and between home and school to improve parental engagement and community cooperation)

Objectives	Success Criteria	Key milestones (by end December 22)	Key milestones (by Easter 23)
3A. Developing links with parents improves communication between home and school, raising parent satisfaction levels of parental engagement	- Strengthening the role of parent reps in each class impacts positive communication within the class for new and existing pupils - Focus on efficient and effective systems being in place leads to operational excellence across the organisation - All communication is delivered in a timely manner through the agreed channels - Monitor policy and practice - Ensure systems and processes are followed by all and in a timely manner	All classes to have made initial links with Class Reps. CPR Co-ordinator to have held regular meetings through the autumn term	Parent Reps continue to meet regularly with co-ordinator in school. All concerns raised are actioned / developments made / success understood. CPR's feedback on satisfaction levels and developments in parental engagement.
3B. A new website improves how we celebrate our school and how we share vital information to our local and wider community	- Improvements are made to enable ease of access to key information about our school - Member of staff takes responsibility for planning and preparing new areas / pages etc. liaising with CROFTY MAT and updating all relevant information.	All plans are in place for website to 'Go Live' at the start of the spring term.	Improved Website up and running, is compliant and accurately shares necessary / vital information with local and wider communities Develop an area of the website focused on behaviour systems and routines in school.
3C. Support offered for learning at home improves parent's knowledge and understanding of children's learning in school enabling better support at home.	- Continuing to work closely with children and their families impacts home school links positively - Curriculum overview sheets inform parents of termly / half termly projects	Review of HMWK policy All classes to have sent out curriculum overviews Y2 Maths meetings for Parents Information evenings for KS2 residential visits	Updated Behaviour Policy shared with all stakeholders.

Priority 4:   Leadership & Management Development
- Develop Leadership & Management under new SLT structure
  (An increase focus on developing roles and responsibilities ensures growth of new SLT and middle leaders.)

Objectives	Success Criteria	Key milestones (by end December 22)	Key milestones (by Easter 23)
4A. A rigorous system of continuous performance management is in place to identify needs of all staff through appraisal, support to develop given through mentoring, coaching, and research-based practice.	• All staff are confident in their co-ordinator roles throughout the school, actively monitoring and evaluating pupil progress, standards, teaching and resources. • All Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified (ECT's), or at an early stage of their careers and new to post. • Outside agencies and specialists support senior leaders • Progress across school remains good and outstanding.	Outward looking CPD County Cluster meetings; History, PHSRE, PE, Art, MFL, Geography Conferences; CAPH, Curriculum, PE Refer to CPD record (JB) Crofty Training record completed and identifies vital training needs for key staff	Outward looking CPD Crofty Network Opportunities Conferences; Music, CAPH, SEND Refer to CPD record (JB)
4B. Support offered through coaching & mentoring programme as part of continuous performance management for all staff	• Staff are supported by colleagues in smaller groups to review and assess achievements against PM targets • Peer review identifies new targets, adaptation of targets or areas for improvement. • Clearly defined times allow high focus on space to reflect.		Staff meeting time Spring 2 PM Check-ins with HT
4C. Further development to staff supervision meetings benefits staff working in challenging roles	• Supervision meetings for all EYFS team benefits personal development of all staff and therefore all children	All staff in EYFS meet with BM	Extend to include SEN 1:1 staff and multi-disciplinary team
4D. Wellbeing of staff given priority through training, development and support introduced by wellbeing lead.	• Roma starts 'Space to Reflect' opportunity for all staff • Menopause Awareness Policy implemented	Wellbeing Listener Course BM, KC, MS, KH Community Listener Programme BM, MS	Wellbeing Listener Course RG, SRc, JD, KB