



Micklands Primary School

School Development Plan

2022 - 2023

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The School Development Plan (SDP) explained

A high-quality SDP has the following benefits:

- It allows the whole school community to understand the school's vision
- It provides everyone with a clear understanding of the school's goals and how they will be achieved
- It contains timescales for implementation to ensure accountability
- It allows the school to determine how to effectively use resources to meet goals
- It helps the school to budget and determine spending priorities
- It clarifies the key priorities the school believes are the most important to address at this time

We constantly review everything we do based on assessments, observations, feedback, and the needs of our pupils. These reviews help us to identify priorities and form the core of our SDP.

Staff members play a key role in determining our priorities and ensuring their success. Staff development forms a large part of our school improvement process, with staff encouraged to undertake training throughout the year, both internally and externally, and INSET days are planned to enhance teaching and learning.

Priorities are aligned to the Ofsted framework, which ensures we focus on the most important priorities for total school improvement.

Once the SDP is agreed, we review it on a termly basis to ensure we are meeting expectations and are on course to deliver our promises.

Abbreviations used throughout the SDP

For brevity, we have used abbreviations throughout the SDP. These are as follows:

HT: Headteacher (Mark Frost)

DHT: Deputy headteacher (Kirsty Mirbel)

AHT: Assistant headteacher (Lynne Allsop)

MLs: Middle leaders

SBM: School business manager (Lucy Stammers)

DSL: Designated safeguarding lead (Mark Frost)

SENCO: Special educational needs co-ordinator (Karen Talbot)

SLT: Senior leadership team

GB: Governing board

SL: Subject leader

Our vision

At Micklands Primary School, our pupils, families, staff, and governors share one vision: to be even better tomorrow than we are today.

We believe that an enjoyment of learning and a desire for knowledge and expertise are the foundation of education. Around the school, there are places of interest, challenge, wonder and reflection; all of which create a stimulating environment to inspire and enthuse.

In a culture of support, we celebrate diversity and help children to develop as individuals. Our teachers' consistently high expectations empower everyone to reach their full potential because we truly believe that every child can succeed. All achievements are celebrated to create a sense of pride and self-worth and in turn, we expect everyone to show the same care and consideration that is shown to them.

We want children to leave Micklands as happy, well-rounded individuals who feel confident about the future and look forward to the opportunities and challenges it will bring.

All of these values are embraced in our school motto: "taking pride, aiming high"

Our aims

We aim to ensure that all children develop to their full potential and that we prepare them for the opportunities and experiences for adult life.

We aim to achieve this by providing high quality teaching and learning in a happy, inclusive community.

We aim to provide an education which places importance on the development of the whole child, academically, intellectually, physically, emotionally, and socially.

We aim to provide a safe and happy environment that raises children's self-esteem and a balanced creative curriculum that develops the whole child.

We aim to have high expectations for behaviour and achievement. We work closely with the parents of children experiencing difficulties.

We aim to have a strong Governing Body who are committed to our vision and support and challenge us to achieve it.

We aim to provide equal opportunities for learning regardless of gender, culture, race, creed, sexual orientation, or ethnic origin, where each person is valued and is made aware that they have the potential to make a positive contribution to the school.

Key priorities for this year

Ofsted key judgement	What we are aiming for	Priority developments	Success criteria
<p><u>The quality of education</u></p>	<p>The school's curriculum is well planned, sequenced and provides opportunities for the children to revisit and practise their learning. The curriculum being implemented securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. Subject leaders are confident in being able to talk about their subject; the strengths and areas for development.</p> <p>Teaching of reading, writing and maths is very strong and children make good progress in these areas as a result. Teaching of phonics across the school is consistent and strong. This includes teaching and learning of phonics in KS2.</p> <p>The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Pupils' work across the curriculum is consistently of a high quality.</p>	<ul style="list-style-type: none"> • To raise expectations of what children, particularly the most disadvantaged, can and should achieve. • To increase the number of pupils reaching age-related expectations in reading. • To increase the number of pupils reaching age-related expectations in writing. • To increase the number of pupils reaching age-related expectations in maths. • To develop a consistent approach to teaching phonics. • To further improve provision and outcomes for the lowest attaining 20%. • To further improve provision and outcomes for disadvantaged pupils. • To provide CPD to subject leads so that they can further develop their curriculum area. • To monitor the implementation and impact of the school curriculum. • To develop progression documents for all subjects. • To further develop the use of assessment to effectively monitor pupil achievement and progress. • To further develop oracy skills across the school. 	<p>Children and staff can give examples of where they have had high expectations of themselves and others.</p> <p>Planning and monitoring of books show high expectations and the scaffolding that has been put in place to help children to achieve highly. There is a significant increase in the number of children that are meeting and exceeding age-related expectations in the core subjects. Their progress throughout the year has been above expected.</p> <p>Teaching and learning for the lowest attaining 20% and the disadvantaged pupils is focused and supports strong academic progress. Phonics is taught consistently and effectively across the school, including in KS2 where needed.</p> <p>The school curriculum, including assessment, is fully embedded and is having a positive impact on children's progress and attainment. Subject leaders have regularly monitored this and are able to talk confidently about their subject. Children's oracy skills have improved, and they are beginning to confidently use these in a variety of different situations.</p>

	Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.		
<u>Behaviour and attitudes</u>	<p>Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.</p> <p>Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. They are able to articulate this confidently.</p> <p>Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.</p> <p>Pupils actively support the well-being of other pupils.</p> <p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair, and highly effective action to support them to succeed in their education.</p>	<ul style="list-style-type: none"> • To develop the reporting of behaviour incidents. • To create and implement clear processes to manage behaviour incidents. • To review, evaluate and adjust the Therapeutic Thinking approach. • To develop children's sense of pride in their work. • To develop children's ability to talk about their learning journey across all subjects. • To ensure homophobic abuse and sexism is reported and managed appropriately and in line with reporting racism. • To further develop the role of pupil groups across the school • To raise the overall attendance and lower the persistent absenteeism for disadvantaged pupils. 	<p>Arbor is being used consistently to record behaviour incidents. Consistent follow-ups from teachers and SLT improve overall behaviour in the school.</p> <p>The Therapeutic Thinking approach has been evaluated and adjusted according to the needs of our children and staff.</p> <p>Children interact respectfully towards each other and staff and are mindful of how their words are perceived.</p> <p>Homophobic abuse and sexism are reported by children and adults when it occurs. The school follows up on such incidents robustly.</p> <p>Children have been given opportunities to contribute to our community and wider society. A new behaviour analysis tool has been used and assessed. Data from this has been useful in pre-empting behaviours and putting therapeutic measures in place.</p> <p>Pupil roles have been reintroduced and have been effective in supporting positive values and wellbeing.</p> <p>Overall attendance has improved and is above 95% for disadvantaged pupils.</p> <p>Persistent absenteeism has decreased and the proportion of disadvantaged pupils in this category is consistent with the overall proportion of the school population.</p>

<p><u>Personal development</u></p>	<p>The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p> <p>The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.</p> <p>The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.</p>	<ul style="list-style-type: none"> • Introduce and develop the NEST. • Promote sharing of talents and achievements other than the academic. • To achieve the UNICEF Rights Respecting Schools Silver Award. 	<p>The NEST is established and is supporting disadvantaged pupils development; both academically and personal.</p> <p>Children are proud of their achievements and have had regular opportunities to share these with others.</p> <p>Children have high aspirations of what they can achieve in life and this is supported and promoted by staff in school.</p> <p>The school is embedding the UN Convention on the Rights of the Child in its policy, practice and culture, promoting knowledge and understanding of the Convention. These actions are having a positive impact on children who can confidently talk about themselves as rights respecting global citizens and advocates for fairness and children's rights, both locally and globally.</p>
<p><u>Leadership and management</u></p>	<p>Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</p> <p>Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.</p> <p>Staff consistently report high levels of support for well-being issues.</p>	<ul style="list-style-type: none"> • Plan for and provide further opportunities for staff CPD (in line with the aims of the SDP and the monitoring cycle). • To further develop the role of middle leader in the school • To develop a more regular and effective system of monitoring teaching and learning. • To further improve the performance management process for teachers. • To review and develop policies related to teaching and learning. • To further improve safeguarding across the school. 	<p>All teachers have discussed their own CPD needs regularly with school leaders. They have been provided with opportunities for CPD in line with their own aspirations and those of the school. This has been recorded and monitored and as had a positive impact on pupil achievement. Middle leaders have a clear understanding of what is expected of them in their role and are able to carry this out effectively. Monitoring has been improved with shorter, frequent observations taken and shared with leaders in order to quickly address areas for prioritisation and improvement. Performance management of teachers supports their own development without unnecessarily increasing workload.</p>

			<p>Teaching and learning policies, written to support the new schemes of work that have been introduced, have been shared and support a consistent approach across the school.</p> <p>Safeguarding is effective.</p> <p>All school staff know their responsibilities in keeping children safe and are familiar with the latest policies and guidance. Safeguarding meetings with written records of actions are kept and used to ensure support is given in a timely manner.</p>
<p><u>Early years education</u></p>	<p>The curriculum intent and implementation are embedded securely and consistently across the provision. It is evident from what practitioners do that they have a firm and common understanding of the provider's curriculum intent and what it means for their practice. Across all parts of the provision, practitioners' interactions with children are of a high quality and contribute well to delivering the curriculum intent.</p> <p>Children's experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning.</p> <p>The impact of the curriculum on what children know, can remember and do is highly effective. Children demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration. Children, including those children from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.</p>	<ul style="list-style-type: none"> • To review and improve planning and teaching in light of new schemes of work. • To strengthen and document the role of EYFS in preparing children for the KS1 curriculum. • Develop subject leaders' knowledge and understanding of EYFS and how it fits into their leadership area. • Further develop children's language skills through the use of the Nuffield Early Language Intervention (NELI). 	<p>All children have had an effective transition and have settled well into school. This is reflected in their behaviour and progress.</p> <p>Senior Leaders have a good understanding of the EYFS Framework and, together with the EYFS lead, have identified areas for improvement throughout the year.</p> <p>Subject leaders have a good understanding of the foundations of their subjects through regular contact with the EYFS department.</p> <p>Children's language skills continue to develop. This is beginning to have a positive impact in other curriculum areas.</p>

	Children consistently use new vocabulary that enables them to communicate effectively. They speak with increasing confidence and fluency, which means that they secure strong foundations for future learning, especially in preparation for them to become fluent readers.		
<u>Finance,</u> <u>Premises, HR and</u> <u>Health and</u> <u>Safety</u>	<p>The school successfully manages the financial deficit situation, within parameters under its control, to minimise future deficit whilst ensuring that the education and wellbeing of the children are prioritised at all times.</p> <p>The school has a stable wireless network, to facilitate uninterrupted IT access by all pupils</p> <p>The school is to continue migration towards cloud-based technologies</p> <p>The school is to have sufficient and suitable IT assets in order to successfully deliver the computing curriculum</p> <p>The school has a streamlined finance and budgeting system</p> <p>Replacement of wooden steps at front of Badger block and side of Wilson block – required due to deterioration of existing steps</p> <p>To provide secure designated storage for all LEAF equipment, in support of delivering an enriched outdoor learning experience to pupils</p>	<ul style="list-style-type: none"> • Secure a Licensed Deficit and have a Deficit Recovery Plan • Increase self-generated income, from lettings, grants and other revenue streams • Maximise Schools Block funding, such as AWPU & FSM • Audit of curriculum and non-curriculum expenditure, to identify possible cost savings/rationalisation • Review of staffing structure, and development of staff, in order to control staffing costs, and achieve best outcome for pupils • Maximise the use of, and closely monitor, targeted funding, such as School Led Tutoring and PE & Sports Premium to avoid clawback, if applicable, and achieve the best outcome • Upgrade of the school's wireless network to the latest standard, CAT6 • Use of One Drive • Audit of existing IT assets, to identify need • Finance & budget system to be set up with the school's chart of accounts structure 	<p>Successful implementation of Actions referred to in the Licensed Deficit Application</p> <p>Achievement of all elements of the Deficit Recovery Plan</p> <p>Regular Holiday Camps held at the school, generating lettings income</p> <p>Grants and other revenue streams identified and applied for</p> <p>Increased pupil numbers</p> <p>Maximising FSM related income, by checking all parents' eligibility and improving meal uptake figures</p> <p>Improved UIFSM uptake figures</p> <p>Identifying expenditure savings</p> <p>Avoid clawback</p> <p>The school's wireless system is able to maximise the speed of the 100/100 broadband, and</p>

		<ul style="list-style-type: none"> • Transfer of financial year-to-date data from FMS and Orovia to Access Finance & Budgeting • Training of relevant key personnel & budget holders • Revised Financial Procedures • Determine viability of modular buildings • Obtain quotations for steps replacements • Commission works for completion • Decide location for and type of storage required • Order and installation 	<p>consistently support the wireless network needs of all users within the school</p> <p>No requirement to replace IT server and reduced back up costs</p> <p>The school has adequate IT provision across all year groups</p> <p>Streamlined cloud-based Finance and Budgeting System, delivering efficient paperless working practices</p> <p>Effective budgeting software in place to aid effective budget monitoring</p> <p>Replacement of steps with suitable material and safety surfaces</p> <p>Designated secure shed to provide storage for all LEAF equipment and tools.</p>
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