Micklands Primary School

School Development Plan

2020 - 2021

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.

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How will this plan help children, parents and school staff?

This plan will direct the work of school leaders and staff over the next year. It will allow us to focus on what is important and prioritise the work that we do in the school and community. It will drive performance management and professional development of staff within school and the financial decisions that are made.

Children will benefit from the outcomes of the plan. They will receive a high standard of teaching and learning and be well-prepared academically and emotionally for the next stage of their education.

Parents will be able to see the direction that the school is going and hold the school accountable to this. They will feel more engaged with the school and well-supported.

School staff will have a clear vision of where the school is going and how we are going to get there. They will know their role in working towards achieving the targets in the plan. They will further develop their own practice and develop their leadership roles.

How will the plan be put into practice and monitored?

The plan will initially be shared with all staff and then parents so that everybody knows the strategic direction of the school. Some of the actions have already started and many of them will be linked to teacher's performance management documents.
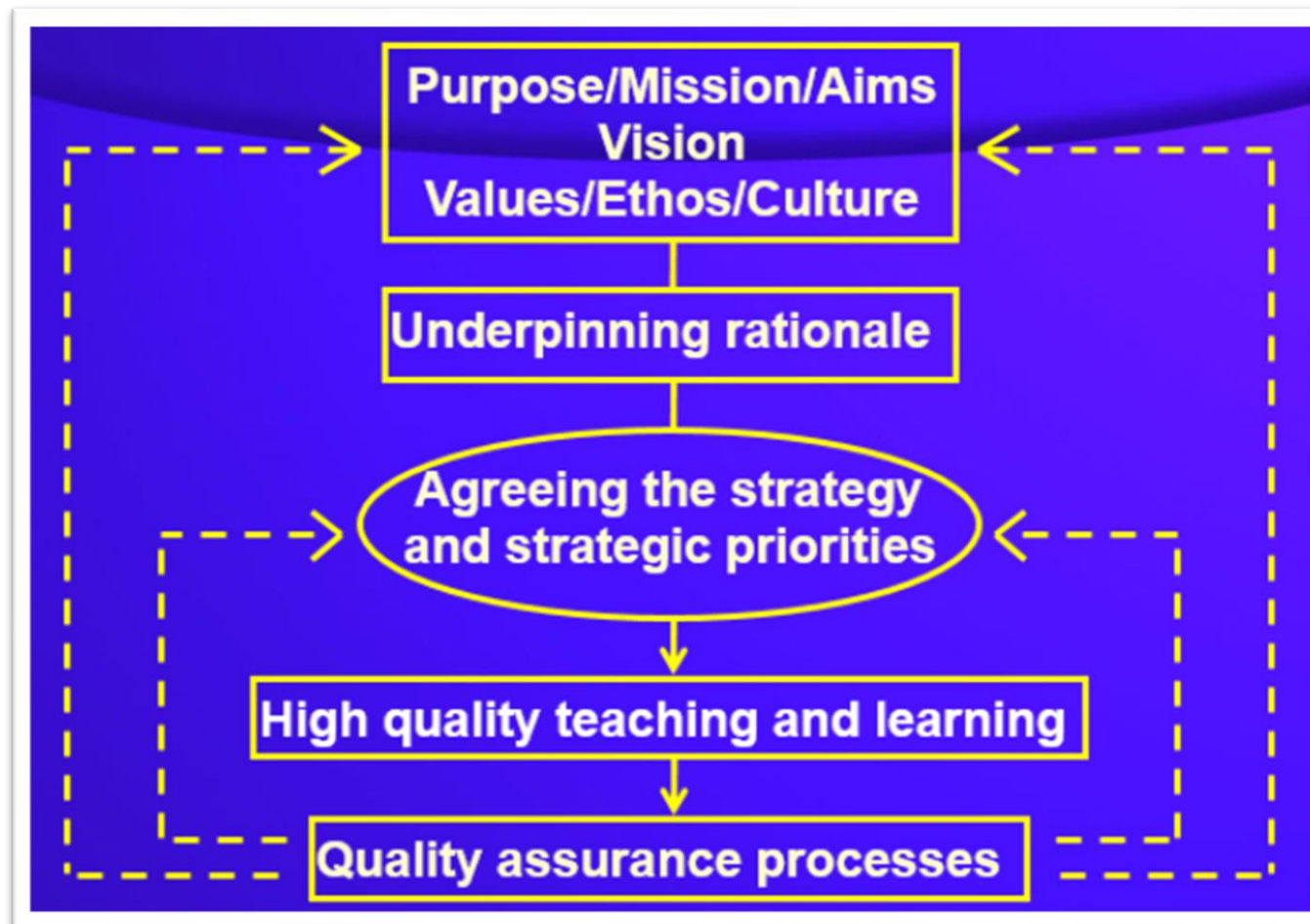
Progress against the action plan will be discussed at Senior Leadership meetings. During these meetings we will determine how far along we are in achieving each target and ensure we are all aware of the schools progress and areas where further actions need to take place.

All staff will be made aware if they are leading on a particular action and will be held accountable for the progress made in this area. A senior leader, often the headteacher, or the governing body will be responsible for monitoring that the actions are being addressed within the correct time frame and that they are achieved. There will be a link governor assigned to meet with the headteacher ahead of every full governing body meeting to discuss the progress made against the plan. This will be reported back to the full governing body.

Staff meetings and additional professional development will be designed to ensure that the school is able to achieve the targets. Most CPD will be linked to the development plan.

We consider this to be an active document. Nothing will be removed from the document, but additional targets may be added as and when needed.

It is also worth noting that, in the spirit of collaboration with other settings, this document will be shared with other schools and nurseries so that we can establish common values and priorities that could form the basis of link work.

How will people be informed of progress against the plan?

A summary development plan will be put onto the school website. Alongside this will sit a report letting people know a summary of the actions that have taken place and how far we have progressed in achieving the targets.

Leadership and Management

Target	#	Actions	Intended Outcomes
To develop and improve safeguarding practices	1.1	Further develop use CPOMS to record and analyse all behaviour incidents	Behaviour is recorded on CPOMS and analysis allows leaders to identify trends and patterns.
	1.2	Assign case workers from the pool of DSLs for children that require referrals to external agencies if required	Workload of open caseloads (those reaching CiN and CP thresholds) has been spread across the DSL team as necessary. DSLs have fewer cases to manage on an individual level.
	1.3	Put up information posters around the school so that children know what to do if they are worried	Relevant safeguarding information is displayed around the school.
	1.4	All staff to read KCSIE 2020	All staff are aware of the changes to Keeping Children Safe in Education
	1.5	All staff to read updated safeguarding policy	All staff are aware of the changes to the safeguarding policy
	1.6	All new staff to receive Universal Safeguarding training	All new staff understand their legal responsibilities with regard to safeguarding and understand how to carry these out

	1.7	Parents to be made aware of safeguarding procedures in school	Parents have been informed of what to do and what happens if they have a concern about a child
To improve systems for delivering policies and induction	2.1	Improve planning and organisation systems to ensure that there is evidence to show when policies have been read	An effective system of organising and distributing policies to staff is in place. Leaders are quickly able to identify which policies have been read by which members of staff.
	2.2	Ensure that changes to policies are clearly communicated to staff	Using the above system, any changes to policy are quickly communicated to staff.
To provide high-quality and effective CPD throughout the school	3.1	Provide opportunities for subject leads to offer training in their area.	Subject leaders, where required, have led training in their specialist area. This has been effective in improving teaching and/or confidence in the subject.
	3.2	Conduct an audit of teachers' subject knowledge strengths and areas for development	The audit has been conducted and information gained from it has been used to inform CPD.

	3.3	Use this to inform CPD and teaching timetables to ensure that subjects are taught at high quality	The audit has been conducted and information gained from it has been used to inform CPD.
	3.4	Explore ways that effective online CPD can be achieved through MS Teams and other platforms	Staff have been able to continue with effective CPD despite social distancing restrictions.
To improve parental engagement with the school	4.1.	Gather views and feedback on home learning to inform assessment and encourage parents	The school has received information from parents that helps inform assessment. Parents feel that their home learning efforts are appreciated.
	4.2	Record and upload workshops and training events so that they can be viewed online	Workshops and training events have been recorded and shared on social media. As a result, more parents have been able to view the training even if they did not come to the event.
	4.3	Improve communication with parents on their child's progress, attainment and behaviour	Teachers communicate more regularly with parents. They are well informed about their child's behaviour and progress, particularly if there is a concern.
	4.4	Explore effective alternatives to face-to-face parents evenings and structured conversations	Communication on progress, achievement, behaviour and wellbeing have not been negatively impacted by the coronavirus pandemic
To put in place, embed and monitor systems and processes put in place for Coronavirus		Ensure that the systems and processes described in the risk assessment and guides is up-to-date with guidance and effective (see documents for detail)	The school is effective in limiting the risk of virus transmission.

Target	#	Actions	Intended Outcomes
To focus on and improve staff wellbeing and workload	5.1	Ensure that staff wellbeing is good and workload remains manageable	Informal wellbeing meetings have taken place and are effective in supporting teacher mental health.
	5.2	Train teachers to reduce marking through the introduction of pupil conferencing	Pupil conferencing has been introduced and supported with CPD. As a result, teachers are marking less (reducing workload) and provided better feedback to children.
	5.3	Provide opportunities for staff to feedback on the school's response to the coronavirus pandemic	Staff feel safe and well-supported during these times.
	5.4	Gather feedback and adapt the marking policy in line with Coronavirus guidance	Marking provides essential feedback to children, but does not put staff at unnecessary risk.
To monitor and improve the impact of external support	6.1	Create a timetable and agenda for SSO visits that is focused on assessing the schools progress towards achieving its aims	SSO visits have been well planned and effective in supporting school improvement. Targets set from SSO meetings have been used to inform priorities throughout the year and to support leadership judgements.

Behaviour and Attitudes

Target	#	Actions	Intended Outcomes
To develop the therapeutic thinking approach to behaviour management	7.1	Provide all staff with refresher training on the modules learned to date	All staff, including those new to the school are aware of and understand the principles of the therapeutic thinking approach
	7.2	Training for staff so that negative behavioural terms are not used in school	Training has taken place and staff are consistent in their approach when speaking to children. There are very few instances of negative language used by staff in school.

	7.3	Develop formalised responses to prosocial behaviour	Formalised responses to prosocial behaviour have been adopted and are being consistently used by all staff in school.
	7.4	Adopt scripted language in positive phrasing and limited choices	Scripted language has been adopted and is being consistently used by all staff in school.
	7.5	Use disempowerment through language and actions	Teachers are confident and consistent in using language to disempower behaviour when necessary.
	7.6	Develop clear differences in the experiences of children based on their needs, learning styles and life experiences (Equity not equality)	The school is fully inclusive to the needs of all children, adapting practice to include those with the highest need.
	7.7	Ensure that all responses to antisocial behaviour are to either protect or teach, with a learning objective	Educational consequences are consistently in place for all behaviours. As a result, children quickly learn from their behaviour, internalise it and are therefore less likely to repeat.
To improve attendance and punctuality of children	8.1	Focus on and monitor persistent absenteeism for disadvantaged pupils	Attendance data is regularly analysed with targets for improvement identified at each data point. Attendance for all pupils, particularly for those who are disadvantaged, has improved from last year.
	8.2	Closely monitor all attendance and provide support for this affected by the coronavirus pandemic	The school's overall attendance compares favourably with local and national data.

Personal Development

Target	#	Actions	Intended Outcomes
Develop children and adults understanding of E-safety and staying safe on and offline	9.1	Provide regular training to staff on children's current use of social media and how to help them be safe	Teachers have an up-to-date understanding of how and why children use social media. They are able to identify any indicators of concern and manage these concerns confidently and effectively.
To promote and develop a healthy lifestyle within children	10.1	To work toward achieving the Healthy schools award	The has achieved or is committed to achieving the Healthy Schools Award.
	10.2	Consult with parents about reducing unhealthy food from lunchboxes	Parents have been consulted and feedback considered.
	10.3	Promote healthy living through the curriculum and displays	Healthy living, including good mental health, has been promoted throughout the school.
To promote, develop and improve understanding of child mental health and wellbeing	12.1	Continue to develop different areas of the playground to provide different options at lunchtime	In collaboration with the PTA, the school playground has further developed through the addition of equipment and/or resources to improve playtime for the children.
	12.2	Provide CPD on the Recovery curriculum	Children have adapted well to returning to school and are able to access their learning without any barriers.

Quality of Education

Target	#	Actions	Intended Outcomes
To improve standards and outcomes in writing (see writing action plan for more detail)	13.1	Continue with the Local Authority writing project	The second year of the writing project has been completed. The impact has been measured and reported to SLT/governors.
	13.2	Complete all of the actions on the writing action plan	The actions on the plan have been implemented, monitored and have had a positive impact on pupil progress in writing.
To ensure that disadvantaged pupils make good progress (see Pupil Premium Strategy for more details)	14.3	Complete the actions in the pupil premium strategy	The actions on the plan have been implemented, monitored and have had a positive impact on pupil premium progress and attainment.
To improve standards and outcomes in reading (see Reading action plan for more details)	15.1	Create and implement policies for reading	A reading policy has been created, shared with staff and monitored throughout the year. The policy supports teachers practice in teaching reading and support pupil progress in the subject.
	15.2	Increase the use of the library, improving the environment so that it promotes reading	The library is a more positive and enjoyable area to be in. It is used regularly and children speak positively about their experiences there. This encourages more reading for pleasure to place in school.
	15.3	Review the reading curriculum, making improvements to planning to ensure that there is clear sequencing and progression	The reading curriculum has been reviewed and improved where required. There is a clear and well-organised sequence of learning and the plan for progression is also clear.
	15.4	Monitor reading to identify strengths and areas for improvement	Reading has been regularly monitored. Strengths have been identified and shared with staff during CPD sessions. Any areas for improvement have been addressed and teachers have been supported to improve practice either individually or as part of CPD.
	15.5	Promote reading for pleasure with children and adults through communications and competitions	Reading for pleasure has been promoted through communication and competitions. Children take more of an interest in reading outside of school. Adults in and around school set positive examples for children.

	15.6	Complete the actions in the reading action plan	The actions on the plan have been implemented, monitored and have had a positive impact on pupil progress in reading.
To develop oracy skills within children, particularly those who are disadvantaged	16.1	Take part in the oracy pioneers project adopting good practice as appropriate	The Oracy project had been completed. Good practice has been shared with staff through CPD. The impact of this has been monitored and is having a positive impact on pupils.
To develop and improve the school's curriculum offer	17.1	Plan for incorporating SMSC and British Values into the curriculum fully	A clear and sequenced curriculum for SMSC and British Values is in place and is being followed by teachers. Documentation is clear and it is easy to see the school's provision in these areas.
	17.2	Edit and improve the school's statement of intent for the curriculum	The school's statement of intent has been edited and updated. It is now complete and provide all of the information needed for teachers and parents to understand the intention of our curriculum.
	17.3	Further develop subject leadership so that leaders can become more impactful on improving their subject	Subject leaders feel more confident in their leadership. They are able to talk confidently about their subject; its strengths and areas for improvement. They are able to talk about the impact that their leadership has had on progress and attainment in their subject area.
	17.4	Develop the assessment of the curriculum using DCPro	Opportunities for using the schools tracking system to record assessments for non-core subjects have been explored. Where appropriate these have been adopted and has been effective in supporting planning and reporting.
	17.5	Review the SRE curriculum in line with new guidance in preparation for September 2020	Parents and staff have been consulted. The SRE curriculum has been reviewed and changes have been made. This is reflected in the school SRE policy. Teachers feel confident to teach SRE at any stage of the school.
Use of catch up funding	18.1	Plan for how the catch-up premium will be used to support pupils.	School has a plan for how funding will be spent to support catch-up.

	18.2	Closely monitor the impact of the funding of pupil well-being and progress	Assessment is closely monitored and used to inform evaluations on the effectiveness of the premium spend.
To improve the children's rapid recall of multiplication facts	19.1	Redesign "Multiplication Mayhem" activity, including a "Mini Mayhem" activity for Year 2	"Multiplication Mayhem" has been set up and is easy for teachers to use.
	19.2	Introduce and demonstrate the above to staff	"Multiplication Mayhem" has been introduced to staff.
	19.3	Set up system for recording Multiplication scores	System for recorded scores has been created.
	19.4	Consider the options for adding a competition element to Times Table Rock Stars	Competition has improved pupil participation in completing times tables activities outside of school.
	19.5	Promote this focus with parents and encourage parental support	Parents are informed of the focus on multiplication tables and are able to support their child's learning at home.
	19.6	Ensure that Times Table Rock Stars is all set up and, if necessary, reset so that children are on the appropriate level for their ability	All children are able to access TTR at the level that is right for them.
	19.7	Set expectations of teaching and assessing multiplications to staff	Teacher know what the expectations are and are completing the activities as required.

	19.8	Signpost teachers to resources that can help if they are not secure with their own multiplication tables	Teachers that require help with their subject knowledge have been given support.