



Micklands Primary School

School Development Plan

2023 - 2024

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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.

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 the 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. Subjects 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> <p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p>	<ul style="list-style-type: none"> • 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 increase the number of pupils reaching age-related expectations in phonics. • To further improve provision and outcomes for the lowest attaining 20%. • To further improve provision and outcomes for disadvantaged pupils. • To further develop the non-core curriculum. • To further develop assessment of the non-core curriculum. • To further develop oracy skills across the school. 	<p>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>Planning and monitoring of books show high expectations and the scaffolding that has been put in place to help the lowest 20% to achieve highly.</p> <p>Teaching and learning for the lowest attaining 20% and the disadvantaged pupils is focused and supports strong academic progress.</p> <p>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.</p> <p>Children's oracy skills have improved, and they are beginning to confidently use these in a variety of different situations.</p>

<p><u>Behaviour and attitudes</u></p>	<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 children's awareness and understanding of disability. • 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 raise the overall attendance for disadvantaged pupils. 	<p>Children have a better understanding and awareness of disability and can express this through their words and actions.</p> <p>Children take pride in their work and talk enthusiastically about their learning across a range of subjects.</p> <p>Overall attendance has improved and is above 95% for disadvantaged pupils. 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>	<ul style="list-style-type: none"> • Further develop the NEST provision • Further develop the LEAF provision • Create a record of pupils' talents and interests • Provide opportunities to develop pupils' talents / interests • Document and analyse the wider experiences that the school offers 	<p>The NEST is established and is supporting disadvantaged pupils development; both academically and personal. LEAF is well developed in school and provide a clear learning opportunity to all pupils. Children are proud of their achievements and have had regular opportunities to share these with others. Pupil groups are well-established and contribute to the school community.</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"> • To further develop the role of pupil groups across the school • Explore options for running a breakfast / after school club 	
<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 focus all monitoring on the lowest 20%. • 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. Monitoring has been improved and focussed on the lowest 20% with shorter, frequent observations taken and shared with leaders in order to quickly address areas for prioritisation and improvement.</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. 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>

**Early years
education**

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.

Children's experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning.

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.

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.

- To embed new planning and curriculums.
- 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).

The new EYFS curriculums are embedded and effective in driving pupil progress and achievement.

A coherent approach ensures that learning in EYFS prepares children well for the KS1 curriculum.

Subject leaders have a good knowledge and understanding of how their subject is taught in EYFS.

Children's language skills have continued to develop through the NELI programme.