

Newington Community Primary School

School Development Plan



2023 - 2024

Ambition, Achievement, Aspiration

We want children to be **ambitious** in what they want to achieve

We want children to **achieve** beyond their potential

We want children to **aspire** to achieve great things in their lives

Statement of Aims

“Success for All”

The aim of this development plan is to ensure that our objectives in this plan break down any barriers to learning and ensure that provision in every classroom enables and promotes success for all. We will aim to develop our vision for inclusive practice across our school curriculum so that all children, but particularly the lowest attaining 20% of each year group, can thrive academically, socially and emotionally and continue to recover lost learning.

Safeguarding

The right support, at the right time for all our families.

We expect all staff to share our commitment to safeguarding children and promoting their welfare. This is the bedrock on which we enable children to thrive both now and well into their futures.

Year on Year Objectives for Improvement

To ensure that all children attend regularly
To ensure that safeguarding procedures are highly effective
To ensure that outcomes show an upward trend at all key stages

Key Priorities 2023 – 2024

To raise attainment in Maths across the school

To increase the impact of the school's provision for the teaching of reading

To further improve the effectiveness of the EYFS so that a greater proportion of children are ready for Year 1

To strengthen the school's behaviour management policies and procedures to ensure consistency and success for all

To improve the use of assessment across the school to ensure that internal data is robust and reflective of school performance

Key Leaders

To raise attainment in Maths across the school – Kayleigh Stanley

To increase the impact of the school's approach to the teaching of reading - Gemma Clements and Kayleigh Stanley

To further improve the effectiveness of the EYFS so that a greater proportion of children are ready for Year 1 – Joanne Gower

To strengthen the school's behaviour management policies and procedures to ensure consistency and success for all – Robyn Harrison

To improve the use of assessment across the school to ensure that internal data is robust and reflective of school performance – Becky Andrews

By July 2024:

SUCCESS CRITERIA

To raise attainment in Maths across the school	July 2024 Targeted Outcomes	KS 1	KS 2
	EXPECTED +		68% 65 children (88+ at baseline)
	GDS +		14% 13 children (100+ at baseline)
	Disadvantaged EXP +		68% 27 children (out of 40)
	SEND EXP+		
To increase the impact of the school's approach for the teaching of reading - Gemma Clements and Kayleigh Stanley	July 2024 Targeted Outcomes	KS 1	KS 2
	EXPECTED +		67% (89+ from baseline)
	GDS +		22% 21 children (100+ at baseline)
	Disadvantaged EXP +		55% 22 children (out of 40)
	SEND EXP+		
To further improve the effectiveness of the EYFS so that a greater proportion of children are ready for Year 1	<ul style="list-style-type: none"> ➤ Percentage of children @ purple or above in RWInc ➤ 		
To strengthen the school's behaviour management policies and procedures to ensure consistency and success for all	<ul style="list-style-type: none"> ➤ Reduction in classroom exits across the school – percentage reduction ➤ Reduction in behaviour incidents indicates that behaviour at lunchtimes is well managed ➤ Vulnerable children – well supported and parents are well informed ➤ Parents are well informed of their children's behaviour ➤ Attendance is in line of above national averages ➤ Percentage of children who are PA drops to be in line with national averages 		
To improve the use of assessment across the school to ensure that internal data is robust and reflective of school performance	<ul style="list-style-type: none"> ➤ The gap between teacher assessment and validated outcomes is not greater than 5% ➤ The school is able to target additional support to the right children at the right time ➤ Teachers have a deep understanding of expected outcomes for their year group and evidence is clear in class books ➤ Teachers are using assessment to inform planning and next steps for all groups of learners 		

Priority 1: To raise attainment in Maths across the school

Actions	Who and When	Cost	Success Criteria
To restructure the SLT team to ensure that there is a leader dedicated to achieving whole school priority	HT and Governors Early July 2023	AHT Salary	SLT is strengthened with appropriate expertise in Maths Roles and responsibilities are clear for all at SLT level
Whole school sign up for Mathematics Mastery programme	JS (AHT) and HT (JJ as Maths Lead)	£3000	All staff have access to the platform and can access early training and resources School have access to training materials and a dedicated MM consultant to drive CPD and whole school improvement
Strengthening Teaching: Host a whole school INSET day – Introduction to Mathematics Mastery Focus – whole programme Implementation of the 6-part lesson	JS and JJ (Maths Team) Friday 1 st September 2023	£300 lunch	All staff have been externally trained Staff are clear about implementation timeline
Audit all current mathematics resources in line with expectations from Mathematics Mastery Identify any resources required by school ready for implementation in September	JS and JJ By July 2023	£1000 resources budget	Classrooms are well resourced with manipulatives that match their curriculum content All redundant resources are removed from classrooms Resources are accessible and well organised Teachers are well trained in the use of appropriate manipulatives for their year group
Assessment: Carry out baseline assessments for current year 6 using past SATs papers. Use this data (standardised scores) to calculate projections and targets for 2024 Maths outcomes – share with governors	KS and JJ	£200 for test materials	SLT and Governors are clear about baseline Standardised scores ensure a consistent language for all around assessment Predictions for outcomes and robust and well informed
Assessment: Develop summative assessment across the school for Mathematics to ensure that all staff are able to use standardised scores to accurately assess if children are on track to achieve ARE at the end of the year	HT and BA		
SEND and Inclusion: Ensure that all children are taught in the classroom as part of the daily Maths lesson. To develop Mathematical language through the use of “star words” as part of Mathematics Mastery planning	KS and SL		B20 and B5 children are identified and known to class teachers and TAs PPA time allows rich discussion to ensure that all children are included in learning Drops in show that the use of manipulatives is carefully embedded
Inclusion: Provide CPD training for all class based support staff on scaffolding learning for all and the use of manipulatives. CPD delivered via Maths Team All support staff to have access to the Maths Mastery support videos	KS		B20 and B5 children are identified and known to class teachers and TAs Planning offers clear guidance of learning outcomes for all children in line with Mathematics mastery Drops in show that the use of manipulatives is carefully embedded

More Able (Ofsted priority 2017): Introduce all staff to the dimensions of depth. As part of training, highlight how challenge and extension will work across all ability groups. Ensure that baseline data/diagnostic assessments accurately identifies children who are more able in Maths	KS/JJ	Cost of photocopying baseline assessment papers	There is shared understanding across the school around extension Staff are able to adapt and extend through planning and “in the moment” Targets for GDS are met at KS 1 and KS 2
--	-------	---	---

A detailed summary of whole school actions and actions by year group will be completed by the Maths Team and will be available as an appendix to this strategic plan.

Priority 2: To increase the impact of the school’s provision for the teaching of reading

Actions	Who and When	Cost	Success Criteria
Establish clear long term plans for the teaching of phonics in line with RWInc recommendations across Year R and 1 Establish outcomes for phonics teaching in Reception with milestone targets for all groups	GC/JG	None	Teachers are clear about the expectations for their year groups Pace of learning is monitored in line with long term planning Outcomes for phonics in Reception are linked to teacher appraisal
Ensure that all baseline assessments are completed quickly for new children entering Reception and that the teaching of phonics begins promptly in line with school expectations	JG	None	Leaders and teachers are well informed of children’s starting points Children settle quickly to phonics learning and early progress is clear
Establish clear expectations across the EYFS for book sharing and reading at home. Ensure this is shared with all parents and monitored in school	JG	£1000 new books	Parents understand how their children are taught to read at Newington. Parents are clear about the importance of reading for pleasure and how the school promotes this
Develop partnership with parents to ensure that all are fully informed of how the school teaches reading, the expectation on parents to support their children at home and advice and support on how to achieve this - Parent Information sessions – RWInc - Parents’ Evening Information/Information Sharing	JG/GC		Parent Open Afternoons are held in school and are well attended
Revisit the school’s use of Accelerated Reader and provide training for all teachers on the use of data, sharing information with parents. Request a visit from AR consultant to the school to work with English Team	KS and SS	£4000	School establish a good relationship with the AR consultant (Vicky Lloyd). Training and consultancy are well adapted to the needs of the school AR is used consistently, effectively across the school
Revisit class timetables to ensure adequate time for the teaching of reading. How does shared reading support and develop reading stamina for all?	KS		Class timetables are clear and shared reading is delivered daily across the school Story time is prioritised in line with The Reading Framework
Firmly embed the “reading mentor” support programme for children who do not regularly read at home – allocate staff to children to ensure that daily 1:1 reading takes place	KS		Key staff are trained as reading mentors Strong relationships exist between mentors and vulnerable children Reading progress of vulnerable children is evident in their reading age tracking and ZPD levels
Reintroduce the school library (linked to AR) so that children can access books centrally and during lunchtimes	BA	£1000	

Ensure that all classrooms include reading displays and books areas that promote reading for pleasure and AR within and across classes – share best practice	KS and SS (English Lead) Term 2	£9000	Each class is well resourced to promote reading for pleasure. Book corners/areas are designed considering the book choices on offer Book areas offer support for reluctant readers through “recommended reads”
Assessment - Develop the summative assessment of reading so that all leaders have clear internal data to drive improvement and raise standards	HT		Insight offers a clear platform to track reading progress and attainment across groups Summative data is accessible for all staff and informs planning and intervention SLT are accurately able to predict key stage outcomes for reading Accurate identification of children who are B20/B5
Assessment – Provide training for all staff on the formative assessment of reading – the reading assessment focuses, question styles and gap analysis	KS and HoY		

Priority 3: To further improve the effectiveness of the EYFS so that a greater proportion of children are ready for Year 1

N and R To establish a clear set of principles for outdoor learning in the EYFS and begin to develop provision in line with those principals	JG and EYFS team	£5000	Provision is planned around children’s main areas of need Planning and resourcing is robust and supports and develops sustained play for the majority Children develop independence and CI learning requires less adult support
N and R Review and audit current resources and ensure that all resources available have a clear purpose to move learning forward (inside and outside) Establish wish list for future resources	JG and EYFS Team		
N and R To complete Baseline assessment as soon as possible in Term 1. Complete data analysis and present to SLT and Governors for current cohort	JG	No cost	Baseline is completed by agreed deadline RWInc teaching starts by agreed timescale SLT and Governors are clear about cohort starting points Targets for GLD outcomes are established
Review current planning for EYFS to ensure that learning is clearly defined and Maths planning is adapted for Mathematics Mastery (implemented September 2023)	JG – Term 1		
To increase expectations for all in Reception by ensuring that children access all aspects of school life as quickly as possible	JG/EYFS Team		Children are eating in the Dinner Hall by Week 2 RWI begins as soon as possible (after baseline) Expectations are high and established early

Develop the classroom provision inside to ensure that classrooms are furnished correctly, making learning and play accessible and enticing for all	JG/EYFS Team		Classrooms are well organised. Furniture is placed thoughtfully and carefully to support CI learning and independence. Resources are purposeful, well organised and independently accessible
Ensure that classrooms reflect all areas of the curriculum – inside and outside. Ensure that there is a clear plan of how adults will support and develop play and learning as part of CI learning			
Provide training for all staff (Teachers and TAs) in how to scaffold and extend play – how is this achieved in our setting? What is the role of adults in child-initiated learning?			Interactions between staff and children are learning focused. Adult intervention leads to impact on learning
Develop and deepen the knowledge of EYFS staff through narrated good practice visits to other settings: Cliftonville, Queenborough. Develop collaborative networks between settings			Staff have a broad knowledge base to inform their practice. Strong networks are in place within and between settings. Staff are able to visit similar and contrasting settings.

Priority 4: To strengthen the school's behaviour management policies and procedures to ensure consistency and success for all

Link Governor:	End of Year Outcome (July 2024):
<p>Milestone 1: December 2023</p> <p>Action 1: Behaviour flow chart is established and disseminated to all members of staff and parents. Behaviour working party is established, incorporating KS1, KS2, support staff and Apollo staff and begin to consider enlisting parents – alternatives to present behaviour system are explored and possibly rolled out. Children are involved in agreeing both positive and negative behaviours and understand the consequences. Pupil voice will have been gathered to assess where we are now. All staff understand their responsibilities with regards to behaviour management in the classroom and playground.</p> <p>Action 2: Thrive room is established as a calm, safe and supportive environment. The new Reception classes and Year 4 will have been Thrive assessed and will be trialling activities in class. Thrive practitioners to work with identified children in 1:1/small group using the Thrive approach.</p> <p>Action 3: Adaptive teaching, use of manipulatives and Widgeits will have been revisited and will</p>	<p>Milestone 2: April 2024</p> <p>Action 1: Routines, expectations and consequences (both positive and negative) are consistently seen across the school. Behaviour working party begins work on Relationship policy and will consider whether to incorporate it into Behaviour policy or as a standalone document. All staff clearly demonstrate their understanding of their responsibilities with regards to behaviour and communicate low level concerns to parents.</p> <p>Action 2: Thrive room is well-used and children are able to distinguish its use from Apollo and know how to use it appropriately. Thrive relationships with high need children are established and beginnings of more positive attitudes are apparent. Thrive activities are delivered daily in Reception and Year 4 and are trialled in other key year groups.</p> <p>Action 3: Use of adaptive teaching, manipulatives and visual supports are more embedded in classrooms and books, work and attitudes towards learning reflects this. Incidents of namexx are lessened.</p>

<p>be clearly evidenced in classrooms. Target children will begin to show more engagement in lessons. Fewer namexx incidents will be recorded in relation to lessons.</p> <p>Action 4: Trial use of pastoral/behaviour support plans for most vulnerable learners, with clear guidelines of support and strategies to aid this support. Use of Thrive assessment begins to inform practice and behaviour plans for our most vulnerable learners.</p> <p>Action 5: Attendance letters are further embedded from Term 1 so that parents are kept informed each half term should their child's attendance fall below 90%. Positive attendance (above 95%) is celebrated with children and parents. Targeted meetings with children who are persistently absent are initiated and held in a timely manner – RH to lead these and coach JM to support professional development. RH, JM, TS and HD work together together, to ensure that barriers are identified for poor attenders and are removed where possible.</p>	<p>Action 4: Pastoral/behavioural support plans begin to reflect a clearer understanding of children's particular triggers and emotional needs and relationships are shown as key to develop these. Risk-taking and other more serious behavioural incidents are reported less.</p> <p>Action 5: Attendance is improved with fewer children being identified as "persistently absent". Parents show more awareness of the importance of attendance and punctuality and attendance across the school improves. Families are well supported to ensure that children attend school regularly and</p>
--	---

Governor Monitoring Visit:	Governor Monitoring Visit:
-----------------------------------	-----------------------------------

Action	Who and When	Cost	Success Criteria	Monitoring/Impact
<p>1. To ensure that the school's behaviour policy consistently promotes positive behaviour both in the classroom and the playground. For all children and staff understand what is expected with respect to behaviour and understand related consequences. To ensure that pupils feel safe and know that bullying, discrimination and peer on peer abuse are dealt with effectively. To ensure that the behaviour and relationship policies are shared with parents and are visible on the school website.</p>	<p>RH, HD, TS June 2024</p>	<p>SLT time</p>	<ul style="list-style-type: none"> - All children understand the school's expectations of behaviour and consistently show positive attitudes towards each other and towards adults. - All school staff understand their roles and responsibilities with regards to behaviour management and are consistent in their approach. - Children and parents report that children feel safe and know that 	

			<p>negative aspects of school life are dealt with in a timely and effective manner.</p> <ul style="list-style-type: none"> - Behaviour in the playground is more positive, with fewer incidents of unkind or aggressive behaviour reported on CPOMS. 	
<p>2. To introduce the Thrive project throughout the school, so that a positive and nurturing environment is fostered for all children.</p> <p>To ensure that positive relationships are established across the school between all staff and children.</p> <p>To develop a Relationship policy which links or replaces the behaviour policy.</p>	RH, SL, HD, DS- ongoing	<p>Annual licence £2567.50</p> <p>SLT time Welfare meeting time Thrive time</p>	<ul style="list-style-type: none"> - All staff will have a clear understanding of the Thrive approach and will promote positive relationships with children in all areas of school life. - All staff will use positive language in their interactions with children and parents. - A clear process of referral and assessment is used to identify children with a particularly high level of need. - A positive and nurturing space will have been established for practitioners to work with children identified as having a high level of need. - Staff seek to understand and then respond to the triggers for particular children's behaviour and seek to deescalate 	
<p>To upskill all staff on 'Why children behaviour the way they do?'- Neurodevelopmental training'.</p>	STLS-	<p>FREE TA training afternoon</p>	<ul style="list-style-type: none"> - staff know and care about pupils. 	

	TA's- Term 1	3.35-4.15 19/2/24- INSET afternoon.		
	Teaching staff- Term 3			
3. To ensure that teaching is adapted to support the most vulnerable children so that they are well supported and able to access all areas of learning.	Subject leaders/GC/SL-ongoing	SLT time	<ul style="list-style-type: none"> - Adaptive teaching is clearly embedded across the school. - Children are supported well by the use of manipulatives, visual aids and the use of scaffolding. - All children are engaged in their learning and there is a purposeful atmosphere in lessons. Behaviour of all children is positive during lesson time. 	
4. To ensure that children feel secure and that, when they may present risky behaviours, they experience positive support from all staff. Positive relationships are established between children and the adults they work with.	RH, TS, HD and all class staff- ongoing	SLT time Pastoral support mentor time	<ul style="list-style-type: none"> - Positive relationships are established between children and the adults they work with and otherwise come into contact with. - Children demonstrate their emotional security through positive attachments and know who to go to for support. - Staff respond with clear boundaries and children are involved in setting these boundaries. - Staff develop effective responses as a team and review these responses and assess their impact. 	

<p>5. To ensure that the school's attendance policy is updated in response to the needs of the school.</p> <p>To ensure that all children attend school regularly and those who are at risk of not attending are supported to overcome this risk.</p>	<p>RH- ongoing</p> <p>JM/RH/SL/TS/HD- ongoing</p>	<p>SLT time</p> <p>FLO, SLT, welfare time</p>	<ul style="list-style-type: none"> - The school's attendance policy is up-to-date and responds to the needs of the school community. - All parents are kept informed about their children's attendance and where attendance is at risk of dropping below 90% a "light touch" approach is taken. - FLO and AHT continue to identify children who are persistently absent and work with families to improve this. 	
---	---	---	--	--

Priority 5: To improve the use of assessment across the school to ensure that internal data is robust and reflective of school performance

<p>Classroom Level: Ensure that all teachers are able to use diagnostic and summative assessments to inform planning in Maths.</p>	<p>KS and JJ</p>	<p>Cost of MM subscription</p>	<p>There is a clear calendar of assessments in place for Mathematics. Overviews by MM ensures that all children are taught new concepts prior to testing All staff use Smartgrade effectively to track and monitor pupils</p>
<p>To provide CPD training and coaching for all staff in Smart Grade, the use of summative assessments and how this information is used to inform planning/intervention for identified children</p>	<p>KS and JJ</p>	<p>Cost of MM Subscription</p>	<p>Staff are clear about standardised scores, how to read them and how to measure progress from them. The school moves to an "on track" language for all</p>
<p>Work with Renaissance UK to provide support for staff in use of the Accelerated Reader programme and how this programme can support their assessment of reading</p>	<p>KS</p>	<p>Cost of Training Package</p>	<p>Staff have training from external consultant around the use of data from AR. The school has an agreed expectation for data use but staff are trained to use data beyond this</p>
<p>Leadership Level: Devise whole school assessment timetable for all staff. Assessments for Maths to be in line with Mathematics Mastery and AR to be used to support reading assessment</p>	<p>SLT</p>	<p>None</p>	<p>Clear assessment calendar in place. All staff are clear about the assessments their class will be completing and how to record data Access arrangements will be in place for children who need them</p>

Provide clarity to all staff around “data drops”. School expectations and how this data will be used. Add data drops to whole school assessment calendar	HT	None	Three data drops a year will inform leaders of current progress and attainment across the school
Work with INSIGHT to develop whole school tracking platform that meets the needs of the school. Ensure that headline data can be accessed quickly and efficiently.	HT and BA	Cost of subscription £2000	Insight will be in place and accessible for all leaders. Tracking will be based around the school’s needs and will be bespoke to Newington’s priorities
Stakeholder Level: Ensure that Governors know the language of the school around “on track” and what that means. Provide clear data around target setting and predicted outcomes for each year group. Reassure stakeholders that data is reliable	HT	None	Predicted outcomes match outcomes at the end of each year group All stakeholders are provided with up to date and relevant data to inform next steps School self-evaluation is robust

Ongoing Priority: To improve attendance for all groups of learners with a particular focus on the most vulnerable

Maintain regular contact/communication with parents of any EHCP child/vulnerable child who are absent due to medical conditions.	SL/SR Term1-ongoing		The SENCO/Medical Officer will provide regular well-being check ins as well as provide support for learning in the event of absences due to any medical conditions. SENCO/Medical officer will provide a transition plan with the parents for the child’s return to school including risk assessments. SENCO/Medical Officer will provide ongoing support to parent and child. Review meetings to discuss provisions and any further support.
Targeted 6-week Family Nurture workshop to be held at school for parents/carers with children who have ABSA and who struggle to regulate emotions at home.	Facilitated by TISS Overseen by SL		To provide parents/carers with an understanding and strategies to support children at home including SEND and B20. Improved attendance.
Ensure that key members of the welfare team are trained in ABSA and strategies to overcome this	Facilitated by TISS- Term 3		School is able to support children with children who are experiencing ABSA. School are able to trial well-informed strategies prior to referral.
Maintain highly effective links with the SLO and host regular meetings to discuss how best to support families	RH (AHT)		
Ensure that parents are regularly informed about their child’s attendance. Letters to be sent home when attendance dips below 90% (in the first instance) and letters to acknowledge parents when attendance improves	RH and JM (FLO)		Parents are clear about how often their child attends. Persistent absence rates drop across the school or, where children are still PA, attendance overall has improved.
Continue to review the impact of on-going attendance strategies: minibus service, Breakfast Club, First Day Calling and Home Visits. Review on a termly basis			

Monitoring: Nominate a Governor to work alongside SLT attendance lead. Ensure that attendance is reported at every SLT meeting and Governors meeting.			Governors are able to monitor progress towards SDP targets. Attendance forms a key part of whole school monitoring
---	--	--	--