

**School Development Plan**

**2023/2024**

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| Henbury View First School is a one form entry first school, the school converted to an academy in February 2019 within the Hamwic Education Trust.The school is part of the ‘Hillary Partnership’ within the MAT. This has enabled the schools to seek support and challenge from other schools within the local area – Springdale First, Lytchett Primary, Upton Infants/Juniors, Bearwood Primary, Wimborne First School, Hillbourne Primary School and Harbour View Federation. The School Development Plan reflects the consistent and achievable aims desired by the staff to provide a primary provision for the children within the setting. Governors and leaders want a plan which reflects the clear message required to show all staff and parents that the school is working with the child at the core; enabling our children to develop the skills of effective learning in a safe, inclusive environment. **Every Child Matters, Every Moment Counts.****Let us be Respectful, Happy Learners.**  |

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| **SIP 1** | ***To establish a distributed leadership structure to drive curriculum and assessment development.*** |
| **Priority**  | **Action**  | **Time****frame**  | **Led by/who’s involved?** | **Impact**  | **Evaluation**  |
| **To establish a distributed leadership structure to drive curriculum and assessment development** | * To review structure of SLT roles and responsibilities (in line with Hamwic guidance)
* Further staff CPD to secure leaders’ understanding of their role and responsibilities
* Increase capacity of subject leaders to consistently and confidently be subject champions.
* Develop culture of ‘Aces in their Places’
* Introduce a clear system for governors to develop awareness of curriculum development in order to monitor impact
* Subject leaders to be accountable for reporting

to governors on key priorities for their subject areas | Aut Aut and SpSummer | SLTSubject leaders | All subject leaders clear about their roles and responsibilities. Subject Leaders able to effectively document and talk through their roles as subject leaders All leaders drive improved standards (demonstrated in pupils’ books, data and pupil conferencing)Consistent levels of accountability will be observed across the school | November 23 – subject leaders are developing their role. It is a key feature of PM and CPD. School is ensuring that subject leaders have the opportunity to attend Hamwic and Dorset training relating to their subjects.There is strong leadership in History, Geography, Art, English, Science, PE and Music and as a result there is evidence of strong outcomes in pupils books.Maths is a developing curriculum area and has had a strong start. When reviewing with staff they can already see how the structure is having a positive impact on pupil outcomes. |
| **To establish a strong governing body, who have the skills and knowledge to support and challenge the leadership of the school.** | * To ensure that all Governors are fully aware of their role and responsibilities and how their skills and knowledge can support the governing body.
* Attendance at relevant Hamwic training courses, good practice and experiences are shared with the FGB.
* Governors to receive a copy of key school documentation.
* Governors to ask questions of the SLT and to be supported in triangulating evidence of the school work.
 | Aut term Gov meeting – Actions to be shared and plan implementation. | SLT and Chair of Governors. | All Governors to have a clear understanding of their role and responsibilities.Governors will have the confidence to challenge and support the schools leadership.Governing body minutes will show challenge and support.  | Governor roles have been allocated key roles and have met with subject leaders for English, Maths, PP and SEN. |
| **Autumn Milestones:** * Planning matches clear progression of knowledge and teaching and learning is tightly matched to developing key knowledge. (Deep Dives for each subject mapped across the year).
* CPD focus on being a subject leader and understanding the accountability of role to raise standards across the curriculum.
* All subject leaders to meet with curriculum lead to establish subject specific priorities, subject leader to write subject action plan.
* Subject leaders write a termly position statement for their subject for governors.
 | **Spring Milestones:*** Subject leadership – mid year evaluation of pupil progress and teacher subject knowledge in their subject.
* All subject leaders can talk about their subject and rationale behind the planning – knowing strengths and areas of development across the school.
* Pupils books evidence knowledge taught for a unit and pupils can confidently talk about the new knowledge gained.
* Subject leaders write a termly position statement for their subject for governors.
 | **Summer Milestones:*** Triangulation of evidence of strong subject leadership.
* Evaluation of each subject by the subject leader ensuring that the curriculum offer matches the identified specific knowledge for each year group and the impact on pupils learning. End of year evaluations to be shared with governors.
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| **SIP 2** | ***To refine our universal offer to improve outcomes for all through robust CPD*** |
| **Priority**  | **Action**  | **Time****frame**  | **Led by/who’s involved?** | **Impact**  | **Evaluation**  |
| ***To embed an agreed set of quality first teaching principles within the classroom environment*** | * Revisit and ensure that all staff are familiar with the Hamwic Teaching and Learning Handbook and implementing high quality teaching methodology.
* Revisit and embed Henbury Learning sequence, ensuring that it a key feature of every lesson.
* To ensure high quality task design which has a focus on engaging learners.
* Effective deployment of Teaching Assistants, using the graduated response to scaffolding.
* Set up classrooms to maximize independence and provide purposeful and accessible scaffolding
* Monitor classroom environment and ensure all essential principles are in place and consistent across all year groups
* Embed reading into writing journey, focus on developing knowledge of high quality vocabulary.
* CPD – effective scaffolding to develop independent writing skills.
* Ensure that continuous provision in EYFS promotes Early reading and writing opportunities.
 | Autumn Term revisit High quality teaching and learning principles.Inset day 30th Oct – focus on Support Scale | SLTEnglish and maths subject leaders | Consistency in agreed principles of our universal offerIncreased levels of pupil independence observed Increased accountability of teachers and teaching assistants on pupil outcomes as a result of high quality CPD. | November 2023 - Henbury learning sequence is fully implemented across the school. As a result it is evident that pupils know more and remember more.Task design is strong and as a result pupils are able to show their knowledge. Pupils are confident to use the teaching scaffolds to support their learning – this is the result of consistency.Reading into writing journey is being embedded across the school and as a result writing outcomes are strengthening. |
| ***To improve outcomes of PP/SEN/lowest 20% children*** | * PP/SEN progress monitored through PPM leading to interventions targeting catch up of key PP children (including those who should be GDS).
* Half termly tracking of lowest 20% of pupils and those who have fallen behind.
* Increase accountability measures for delivery and monitoring of interventions detailed in our SEND offer
* Ensure a strong reading offer for SEN/PP/lowest 20%
 | Autumn TermHalf termly tracking meetings with a focus on lowest 20% pupils, throughout the year. | SLTEnglish lead | Teachers and TAs know the strengths and barriers for their SEN/ PP children Graduated response evident‘Soft data’ is more tangible, raising accountability and pupil outcomes | Pupil progress reviews have been undertaken to ensure that pupils who are not making progresses identified and become a ‘spotlight’ child. This enables us to review provision. |
| **Autumn Milestones:*** Year Group targets in place and key children highlighted/monitored effectively
* Ensure that all teachers have IEP plans and implemented strategies.
* Moderation prior to Nov data drop – identify writing priorities for each year group.
* Review actions/monitoring of scaffold focus and put in place further training and support if required
* Inset training – all staff Oct 2023 – focus on Support Scale – ensuring that pupils develop independent learning strategies.
 | **Spring Milestones:*** Lesson observations and books show all groups of children able to access curriculum and demonstrating independent strategies.
* Evidence of adults using support scale during learning walks and evidence of pupil progress in books.
* PPM – SLT quality assure monitoring and review cycles
* Review actions/monitoring of scaffold focus and put in place further training and support if required
 | **Summer Milestones:*** Narrow gap between disadvantaged and others nationally
* Pupils’ attainment shows that most children make at least good progress.
* Early identification and use of catch up exemplifies where intervention have diminished the difference .
* Book look sessions evidence effective scaffolding for weakest writers
* Moderation prior to June data drop – Identify writing priorities for each year group.
* Review actions/monitoring of scaffold focus and put in place further training and support if required
* Final moderation prior to June data – discussion and review of all core development points this year
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| **SIP 3** |

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| **To ensure that the maths curriculum is carefully sequenced so that the knowledge and skills builds over all year groups.** |

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| **Priority**  | **Action**  | **Time****frame**  | **Led by/who’s involved?** | **Impact**  | **Evaluation**  |
| **To ensure that maths knowledge and skills are well sequenced and build over all year groups**  | * To ensure that medium term plans match the long term plans, depicting non-negotiable knowledge.
* Subject leader has a clear understanding of key concepts and knowledge which are progressive from EYFS to Year 4.
* Ensure that all staff have a clear understanding of knowledge progression ensuring that acquiring new knowledge is the focus.
* Develop monitoring cycle of maths curriculum through book looks and pupil interviews and ensure the process is robust
* Embed the ‘Henbury Teaching and Learning sequence’ to ensure that children will confidently know more and remember more in each subject.
* To ensure assessments at the end of each unit are focused on assessing the key knowledge which is on long term overviews.
 | Plans in place by end of Aut; ongoing monitoring Aut inset – focus on curriculum knowledge and planning in mathsStaff meetings throughout the year focus on developing teacher subject knowledge.  | Maths subject leaderSLTGovernors  | Staff will have a clear understanding of the progression of knowledge across the maths curriculum, resulting in more rapid progress Lessons will be well sequenced, build or prior learning and will provide appropriate challengeChildren will confidently know more and remember more about each subject Books will evidence knowledge and skills taught  |  |
| **Autumn Milestones:** * Planning matches clear progression of knowledge and teaching and learning is tightly matched to developing key knowledge.
* Autumn term CPD – ensure that teachers are familiar with long and medium term plans.
* Subject leader to write a termly position statement for their subject for governors.
 | **Spring Milestones:*** Subject leader – mid year evaluation of pupil progress and teacher subject knowledge in their subject, identify key next steps to ensure good progress by all pupils.
* Maths subject leader will have a clear understanding of strengths and areas for development across the school.
* Pupils books evidence knowledge taught for a unit and pupils can confidently talk about the new knowledge gained.

Subject leader to write a termly position statement for their subject for governors. | **Summer Milestones:*** Triangulation of evidence of strong subject leadership.
* Evaluation of each subject by the subject leader ensuring that the curriculum offer matches the identified specific knowledge for each year group and the impact on pupils learning. End of year evaluations to be shared with governors.
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