



**Wark C of E Primary**  
**School Development Plan 2020-21**

Due to COVID-19 a large number of aspects have been identified and carried forward from the 2019-2020 plan

Priority 1 - Overall Effectiveness			
Intent	Implementation	Timescale	Impact
1.1 <b>Reading</b> – raise standards in higher-level reading skills	Monitor provision of the new guided reading scheme across both key-stages	Spring 21 (MB)	Termly assessment, using PIRA, shows a greater proportion of children making better than expected progress.
	Access AR (accelerated reader) training for all staff to support home reading scheme	Autumn 20 (LW, AT, FM)	Improved comprehension skills; higher levels of home reading and parental involvement; school able to monitor children’s levels of reading and progress being made.
	EYFS TA’s to complete RWI phonics training	Spr’/Sum’ 21	All staff have a high level of understanding of phonics teaching and progression
1.2 <b>Writing</b> – <i>continue to increase % at EXS/GDS</i>	<b>Power of Reading</b> used to develop good standards of writing based on high-quality texts	2020-21	Action Plan in place; monitored by SIP, SLT & Governors every term Targets - Writing: End of KS1 ’21: 80% EXS (40% GDS)
	<b>Joint meetings</b> , to moderate writing as a baseline Autumn 20. Repeated in spring 21 & summer 21		Accurate judgements made about current standards in writing for each year group; individual/group targets set (Sept.’20
	COVID catch-up sessions for all children in school (2x newspaper project)	Aut’ 20 (LW, AT, KR)	Children will have closed gap to their projected 2019-20 data particularly GDS children
	Further 1:1 support sessions for children behind projected 2020 targets.	(LW)	Higher % of WTS children achieve EXS
1.3 <b>Maths fluency</b> – improve speed and accuracy in the recall of maths facts; develop Mastery in Maths throughout KS1 & KS2	<b>Maths:</b> Baseline assessments for basic skills in maths – all year groups; daily/weekly fluency practice, e.g. Mathematics, Big Maths Beat That, Time Tables Rockstars, tables tests, recall of number	Sum 21	End of KS1 ’21: 80% EXS (40% GDS) End of KS2 ’21: 100%EXS (50% GDS)  Year 4 prepared for National Y4 Multiplication Tables Check 2020

	facts built into maths lessons (starter/plenary) Maths Leads/HT to attend <b>Mastery Readiness</b> Programme '19-'20 as part of the Maths Hub		PUMA assessments (termly) show good progress from starting points
--	--	--	---

Priority 2 - Leadership and management			
Intent	Implementation	Timescale	Impact
<b>2.1</b> <b>Leadership at all levels</b> , e.g. middle/senior to support curriculum development	NPQH (MB); NPQSL (FM) Network Support incl. Peer to Peer Shared monitoring roles Termly reports & target setting	Sept.'19 onwards	Each member of staff has at least one peer to peer support visit to another school during the year. Outcomes in KS1 are at least good.
<b>2.2</b> <b>Curriculum design completed and implemented</b>	CPD – Curriculum Design – Science, History/Geography; ensure that school has a curriculum with appropriate coverage, content, structure and sequencing and that it is implemented effectively. MTP produced for 3-year cycle	Science Aut '20  Humanities Spr '21	Staff and governors are able to clearly articulate the rationale behind the school's curriculum, how it is being delivered, what the impact is and how it is monitored.  Focus on essential skills and knowledge will be built over a 3-year period.
<b>2.3</b> <b>Move to Primary in place</b> – Y5 2019; Y6 2020	Staff CPD; curriculum enrichment; website; partnerships – moderation & planning	Nov 20 Website – updated each term	School website contain information about each area of the curriculum as well as the rationale behind curriculum planning. All staff have the opportunity to meet with peers to moderate work at least once per term. (virtual during COVID-19) Staff are able to make accurate judgements, especially at the end of Key Stages 1 and 2.
<b>2.4</b> school community is prepared for the new <b>SIAMS inspection framework</b> (possible inspection – Spring '21)	Whole school audit -Christian Distinctiveness CPD – Understanding Christianity; SIAMS training for staff & governors. Launch of new vision. Self-evaluation in place.	June '19 onwards	School is ready for SIAMS inspection with a Good outcome expected. All members of the school community are able to articulate the school vision and to give examples of the vision in practice.
<b>2.5</b> <b>Improve partnership links</b> with parents, community, schools	Curriculum Information sessions for parents – EYFS/KS1/KS2 Effective transitions – develop relationship with HBHS, e.g. curriculum days, shared CPD, Sports Leaders	Aut. '20  Ongoing from Aut.'19	Parents feel that they are informed about the curriculum and any changes taking place in school organisation – Survey (Sep 20) Curriculum Overview and Practice Manual in place by Spring 2020

			At least one transition activity per term takes place (HBHS) Parents feel better informed to make choices about future education for their children - survey
--	--	--	---

Priority 3 - Quality of Education			
Intent	Implementation	Timescale	Impact
<b>3.1</b> <b>Staff subject knowledge is secure;</b> clear understanding of <b>Intent, Implementation &amp; Impact</b> by all staff	Peer to peer support – English & Maths Staff Meetings CPD (see L & M) All staff are involved with curriculum mapping	Sept 20 - Sum 21	Outcomes for all children are at least good. Work scrutinies show high standards which are in line with national expectations (where available). Staff are able to identify personal targets for development as part of their Performance Management
<b>3.2</b> <b>Assessment for Learning</b> is used throughout the school	Staff training to revise A4L principles; Link A4L to Marking and Feedback policies; classroom monitoring shows evidence of the use of effective questioning, success criteria, peer and self assessment	ongoing	Planning and work in books shows a variety of A4L principles being used; success criteria are used across a range of subjects and are used to enable effective feedback and assessment
<b>3.3</b> <b>SEND</b> – all staff/governors have a clear understanding of what the Graduated Approach means and their responsibilities towards effective identification and intervention.  High quality SEND provision in place	Staff Meetings – familiarisation with LA documents, procedures, sharing experience (meeting Rachel L and Dineo) Attendance at SEND Conference SENDCo meetings (FM) Joint audit of intervention resources/staff expertise (staff); in-house and external CPD  Develop staff understanding and practice of Quality First Teaching (QFT); develop TA expertise in delivering interventions; monitor and evaluate the effectiveness of interventions over the short term (6 -10 weeks max.)	Aut 20- Sum 21	Staff have the expertise and confidence to set and review targets with the SENDCo as part of the Graduated Approach Outcomes for SEND/PPG children are at least good.  Good or better progress for children with SEND or in need of short-term intervention  Monitoring shows evidence of consistently good or better QFT SEND Support cycles show clearly evidenced impact of interventions

Priority 4 - Behaviour and attitudes			
Intent	Implementation	Timescale	Impact
<b>4.1</b> <b>Attendance:</b> Ensure that attendance target of 3.5% is met by all groups	Inform parents about the impact of low attendance (93% classed as a persistent	Aut.'20	Attendance target maintained at 96.5% or above; % of “persistent absenteeism” is reduced

<i>Positive attitudes to school/work are reported by all stakeholders</i>	absentee) through newsletters, website etc High quality outdoor learning provision Pupil, staff and parent survey	Aut.'20 Dec '20	Outcomes are at least good in all areas for all groups. Children demonstrate resilience in their attitudes to problem solving and challenge (survey)
<b>4.2</b> Improve Future lockdown engagement	Develop the use of Google Classroom to support home learning  Video making CPD to provide teacher-led home-school sessions	Aut 20	100% pupil engagement if there are future lockdowns or pupil isolation  Pupil will be able to access and use G-suite for work
<b>4.3</b> Develop pupil leadership team	Re-introduce school and class council system	Spring 21	Upper KS2 pupils will have more voice in school practice

Priority 5 - Personal Development			
Intent	Implementation	Timescale	Impact
<b>5.1</b> <b>Equalities</b> objectives in place and on school websites	Staff meeting to discuss objective and how we can implement them into the curriculum CPD in PSHE (LA)	Aut 20	Objectives published on website Spring 2021
<b>5.2</b> <b>Relationship, Sex &amp; Health Education (RSHE)</b> – Programme of Study (PoS) mapped out in line with compulsory DfE Relationship Education (Sum. 2021)	Staff meeting to review and plan practice  Purchase CWP to deliver RSE in summer term across the school  Plan parent consultation	Oct 20  Nov 20  Spr 21	PoS in place by end of Sum.'21
<b>5.3</b> <b>Cultural development</b> (Cultural capital – new Ofsted Framework)	Continue the START programme; organise visits & visitors, e.g. artists from our communities and beyond	Sculpture workshop Oct 20	Exhibition for parents will be ran virtually

Priority 6 - EYFS			
Intent	Implementation	Timescale	Impact
<b>6.1</b> To develop early writing skills - Develop pre-writing skills to strengthen fine motor control (summer born chn and nursery).	Audit current provision to identify opportunities for pre-writing; visit other settings (when possible) to see different examples of pre-writing provision; use EY Network	Sum 21	EY provision will provide opportunities for independent writing by all groups of children

	meetings to discuss good practice		
<b>6.2</b> New framework for development matters to be reviewed and in place for sept 21	Attend LA training sessions for transition to new dev. Matters document.  Liaise with Jen Harris to change over to EYFS 360 using new goals	Sum 21  Sept 21	FM and MB to be aware of new goals and target setting completed for Reception group 2021-22
<b>6.3</b> Engage with new NfER pilot baseline in 2020 ready for statutory baseline in in 2021	FM to complete baseline in Nov 20 to return to NfER  Analyse data from return	Aut 20  Spr/Sum 21	Ready to use new baseline assessments in 2021