



School Development Plan

Strengths of the school – September 2022

- The intent of the curriculum is embedded securely and consistently across the school. Progression documents for each subject clearly set out the knowledge and skills that our children will develop over time.
- All teachers have a strong understanding of the intent of the curriculum. This enables them to plan a series of lessons which matches the aims of the curriculum. The lessons are often coherently planned and sequenced.
- Teachers can identify misconceptions quickly. They give incisive feedback to make sure pupils continue to make good progress.
- Reading is a priority in the school. Children have regular opportunities to read during lessons and extra-curricular sessions. Reading books always closely match a child's phonics knowledge.
- There is a sharp focus on children passing the phonics screening in Year 1. In 2022, 96% of our children passed the test.
- Last July, 81% of our year 6 children achieved the expected standard in reading, writing and maths. Nationally, the figure was 59%. This shows the impact of our curriculum. Work across the curriculum is consistently of a high quality. The rich and varied curriculum has allowed children to build on their knowledge, skills and understanding over time.
- The behaviour and attitudes of our children are outstanding. The children have excellent relationships with each other and the staff. They are respectful, polite and show good manners to others. 92% of our children attended the Always Green event in July 2022.
- The children enjoy school. They talk about learning lots in lessons and say that they are always challenged. They are always keen to do better and have responded well to the improvements in teaching in the classroom.

- Children work hard in lessons and they like to try out new ideas. Their attitude to learning is excellent and is a big factor in the progress they are making. There is also always an aura of calmness when you walk around the school.
- The children's spiritual, moral, social and cultural development is promoted exceptionally well through the curriculum and the experiences they are offered at the academy. Pupils understand how to respectfully live in a modern Britain.
- The children are keen to contribute to everyday school life. The Top Team helps the school day run smoothly while developing the skills of other children. The School Council also works hard to improve our school. Recently, they were awarded a grant to develop the school's gardening area. They also produced a child-friendly mental health and wellbeing policy to support our children's understanding of this area of the curriculum.
- The school has worked hard to tackle discrimination and eradicate any forms of bullying. From the recent questionnaires, children say that bullying in school is rare. Our pupils feel very safe at school.
- We offer a wide range of extra-curricular activities that allow our children to develop their talents. Archery, choir, martial arts, cheerleading, gardening, drama, athletics and French club are some of the clubs that have been provided.
- The senior leadership team (SLT) has secured a strong culture of learning across the school. The team sets extremely high standards and are unrelenting in their pursuit of an outstanding education for all the children in the school.
- The SLT has a steadfast focus on the quality of education across school. The team regularly checks the quality of education and follows up areas for improvement quickly. The SLT also gives teachers well-managed professional support and training. Teachers confirm that these have an extremely positive impact on their development.
- Most of our middle leaders, who are responsible for individual subjects, are highly effective. They understand the strengths of their subject and can identify areas for improvement before quickly acting on them.

Areas for development – September 2022

| | Key Priority | Action/Event | Measurable Impact | Timescale | Budget | Lead |
|-----------------------------|---|---|--|---------------------------------|---------------|-------------|
| Quality of Education | <p><u>Attainment</u></p> <p>The impact of the curriculum is reflected in results from national tests that are much higher than government expectations.</p> | <p>1) SJ will review the test papers from July 2022 to look for ways to further improve the teaching of our children, especially in reading.</p> <p>2) The SLT will identify which children should be targeted to reach the expected standard in July 2023.</p> <p>3) The SLT will work with SJ to support the implementation of the Year 6 curriculum.</p> <p>4) The SLT will work with groups of targeted children each week.</p> | <p>1) The percentage of children reaching the expected standard in reading, writing and maths at the end of Year 6 will continue to be high. Last year, this figure was 81%</p> <p>2)The percentage of children reaching the expected standard in other national tests across school will continue to be high. Results from all national tests show that the children are ready for the next stage of their education.</p> | <p>Autumn 1</p> <p>Summer 2</p> | Academy | CJ/SJ/DJ |
| | <p><u>Lowest 20%</u></p> <p>The curriculum is successfully adapted, designed and developed to be ambitious and meet the needs of the lowest 20% of children in school. These children can develop their knowledge, skills and abilities to apply what they can do with increasing fluency and independence.</p> | <p>1) SJ and DJ will support staff on planning for this group of children during English and maths sessions. SJ and DJ will ensure enough time is planned for children to improve their fluency and independence in a skill.</p> <p>2) SJ and DJ will watch parts of lessons to check that the work the children are doing is designed to meet their needs.</p> <p>3) After observing lessons, SJ and DJ will give support to teachers to help improve the teaching of this group of children. These next steps will be regularly monitored over the year to support further improvement.</p> | <p>1) Teachers feel more comfortable in planning for this group of children. They understand how learning can be broken down into small targets and can give examples of doing this to support progress.</p> <p>2) Teachers are more aware of the time that is needed to give to this group of children to develop their fluency and independence each day.</p> <p>3) This group of children make better progress in English and maths compared to last year. This is shown in what the children can remember.</p> | <p>Autumn 1</p> <p>Summer 2</p> | Academy | SJ/DJ |

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| Behaviour and Attitudes/Personal Development | <p><u>Attendance</u></p> <p>Pupils have high attendance. When this isn't the case, the school takes appropriate, swift and effective action.</p> | <p>1) CJ will monitor the whole-school attendance daily and ensure parents are called on the first day of their child's absence.</p> <p>2) CJ will look at the attendance data each week and look for patterns of non-attendance.</p> <p>3) Persistence absence review meetings will take place for all children who have an attendance lower than 90%.</p> <p>4) Where no improvement is seen in four weeks, a second meetings will take place to agree a formal plan to improve attendance.</p> | <p>1) The whole-school attendance will be higher than 95.4% and closer to the national average (96%).</p> <p>2) CJ will be able to show how data has been used to identify children who need further support. CJ will also be able to talk about the support given and its impact.</p> <p>3) Parents will be able to talk about how the work of the trust's attendance officer and SLT has improved their child's attendance.</p> | <p>Autumn 1</p> <p>Summer 2</p> | Academy | CJ/SJ |
| | <p><u>Extra-Curricular Opportunities</u></p> <p>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. Disadvantaged pupils consistently benefit from this excellent work.</p> | <p>1) The School Council will meet to discuss which extra-curricular opportunities they would like to have the chance of taking part in this year.</p> <p>2) The SLT will arrange these clubs over the year making sure they are sequenced with the curriculum.</p> <p>3) Staff and outside agencies will host extra-curricular clubs and opportunities.</p> <p>4) The SLT will monitor the number of children who are taking up these opportunities.</p> | <p>1) The number of children taking part in extra-curricular activities provided by the school will at least be at the same level as last year if not higher. In 2021-22, 85% of all children and 73% of our disadvantaged children attended at least one club throughout the academic year.</p> <p>2) The children can talk about how the wide range of opportunities has allowed them to develop their interests.</p> | <p>Autumn 1</p> <p>Summer 2</p> | <p>PP funding</p> <p>PE funding</p> <p>Academy</p> | CJ/SJ/SL |

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| Leadership and Management | <p><u>Training for teachers</u></p> <p>Teachers’ subject, knowledge and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</p> | <p>1) In line with their career stage expectations, all teachers are supported by a member of the SLT.</p> <p>2) The SLT will regularly visit lessons to ensure that the curriculum is always well-implemented and rapidly improving.</p> <p>3) Feedback from these visits will be linked to specific teacher standards and will be recorded on a training log.</p> <p>4) If necessary, teachers will be able to observe outstanding practice in their own and other settings. This is also recorded on a training log.</p> | <p>1) The training logs will show that the quality of teaching and learning will have vastly improved over time.</p> <p>2) Staff will talk very positively about the impact of the support they have received from the SLT.</p> <p>3) The teachers will recognise how their teaching has improved and will know their next steps. This will be recorded at the bottom of their training logs.</p> <p>4) All the teachers will have performed in line with their career stage expectations.</p> | <p>Autumn 1</p> <p>Summer 2</p> | Academy | SLT |
| | <p><u>Developing subject leaders</u></p> <p>Senior leaders ensure that middle leaders receive focused and highly-effective professional development.</p> | <p>1) Training at staff meetings and INSET days will support subject leaders on talking about the intent of the curriculum that they lead on. Subject leaders who are new to their role will receive bespoke training to develop their skills.</p> <p>2) More opportunities will be planned over the academic year for leaders to watch the teaching of the subject they lead on.</p> <p>3) Support will be given to help leaders to improve the teaching of the subject that they have observed.</p> <p>4) Training will be given to support subject leaders on talking about the impact of their curriculum.</p> | <p>1) Subject leaders will feel more confident in talking about the intent of their curriculum. They will be able to clearly articulate why learning is sequenced in a particular way and why it is unique to the children of West End.</p> <p>2) Subject leaders will be able to talk about learning across school in more detail. They will also be able to talk about how they have supported more staff to improve the teaching of the subject that they lead on.</p> <p>3) Subject leaders will feel more confident when showing work which highlights the impact of the curriculum. They will be able to talk about how this work forms part of a sequence of learning across school.</p> | <p>Autumn 1</p> <p>Summer 2</p> | Academy | CJ |