

# School Development Plan



**Abbey Meads Community Primary School**

Swindon

# Introduction

*The detailed strategy and success criteria for each point below is in the full working plan within the school. Below is just the first few pages of the SDP as an overview.*

## Overview of Targets for School Development 2023-2024

### Quality of Education

- 1. Writing** - Current assessment of writing is completed termly and used to identify which skills are being applied in independent writing. Judgements are difficult to make at the end of a term, due to the amount of work produced, and support could be targeted more effectively if assessments are made at the end of each unit. More regular assessment would also mean greater depth target groups can be monitored and new targets/children identified within the year. New approach to be introduced / developed.
- 2. Writing Greater Depth** - Monitoring and moderation activities have identified that outcomes for children across the school are below Trust averages. Teacher voice has shown not all staff are confident with what greater depth looks like in their year group. This year, a number of staff are moving year groups and we need to ensure their subject knowledge is strong. Equally, training given in 2022- 2023 has not had enough time to achieve improved results and focus continues for 2023 - 2024.
- 3. Writing Skills Progression** - Staff audit and monitoring highlighted some gaps in progression across the school and a need for more structured planning guidance with a focus on specific skill development within a range of different genres. Planning support has already mapped out genres across all years for 2023 - 2024 and now needs to be embedded within short-term plans in all year groups.
- 4. Poetry Spine** - Explore the addition of Key Poetry Texts to accompany the Reading Spine already in place. Identify poems that are used within Key Aspects of the Curriculum or by Mr Bicknell, in association with specific age groups, so they might be 'ring fenced' for these age groups in the first instance. Identify key poems/poets/texts that might be added to the Reading Spine under a poetry section *EG: Crossing the Bar (Tennyson) & Wreck of the Hesperus – (Wordsworth-Longfellow) saved for Yr6.*
- 5. Early Reading** - End of Reception data identifies there are a significant number of children who are not yet achieving age-related expectations. As a result of this, more resources, including staffing, will be directed to Y1 reading to increase attainment.
- 6. Phonics** - Following the external validation of our work by Ofsted, we need to revisit our plans for the provision of phonics using our own approach utilising a variety of validated and unvalidated materials. This approach needs to be reflected in policy, that is shared and understood by all, before moving to a formal validation of our own scheme/approach.

**7. Assessment Reading & Maths** - Pre-unit and end of unit assessments are an integral part of maths teaching. These assessments need to be embedded into our teaching sequences to inform planning, identify appropriate starting points for different groups and used to support summative judgements within moderation activities. The use of these to be more explicitly set and tracked to demonstrate impact.

**8. Curriculum Key Skills – MTC/GPS**- Monitoring of mathematics has shown that whilst children can be successful in weekly tests, facts are not committed to long term memory, so

that they can be accessed quickly in arithmetic questions. As a result children are limited in their ability to work fluently. Equally, monitoring of children's books has shown that children struggle to remember and apply spellings, which they spell correctly in weekly spelling tests. Common exception words and spelling rules are not consistently applied by children and this impacts on their writing level. For both of these areas there needs to be a clearer understanding of our policy and what it looks like in the classroom, as well as what we are doing to support children who are struggling.

**9. Curriculum – Knowing More Remembering More (Ofsted)** - In response to Ofsted finding that in a few subjects children were unable to recall actual previous learning, this focus is on a whole school approach to children rehearsing their previous learning to improve what they can remember.

### **Behaviour & Attitudes**

**1. Continuous Provision / Transition Year 1**- Reviewing practice in Y1 and the impact on behaviour in 2022-2023, we need to look at the transition from Early Years into Y1 and the National Curriculum. We visited a school using continuous provision in Y1, with good outcomes, and will look at how this model could be adapted to suit our Y1 classrooms.

**2. Behaviour Policy** - Having developed a revised Behaviour Policy in 2022-2023, we will continue to implement change and monitor impact in to 2023-2024.

### **Personal Development**

**1. Safeguarding Curriculum** - Using the newly created Blue Kite Safeguarding Curriculum Overview, we need to audit our safeguarding curriculum to ensure all aspects are present. Historically, the Junior Good Citizen programme has enhanced our safeguarding curriculum, but this is not available every year and only for Y6 and plan opportunities across the whole school.

2. **SEND** - We have a growing number of children with a range of complex needs throughout the school. As our SEND profile is changing, we need to ensure we are providing training and support for staff to be able to address these needs. We will work closely with the EP from BKAT and the Lighthouse Team alongside a variety of outside agencies to ensure that we are inclusive and providing appropriate support for the needs of all the children

## **Leadership and Management**

1. **Safeguarding** - Annually the school undergoes self and external audits. These audits generate action plans, upon which the leadership of the school will focus. KCSiE update outlines need for improved filtering and monitoring of Online activity. We will review our practice and identify areas for improvement/clarity within our procedures and practice. See strategy for actions.

2. **Professional Development** - Following a period of stability within teaching teams (through Covid and Ofsted window) September 2023 sees an opportunity for teaching staff to change age groups and lead different areas within school as part of their CPD. With a number of staff moving year groups and subject leadership roles, support has been planned in, to ensure planning and assessment is appropriate, both within classrooms and subject areas, as well as guidance and support in leading new areas of curriculum or mentoring new staff.

3. **Governance (Finance)** - Following changes in Trust financial management software, and training for senior leaders and governors, the school needs to ensure that governors are able to monitor the school's budget and track performance. A clear and systematic approach will be developed to allow efficient and effective monitoring of school budgets by the Finance Governor and training provided so the Local Governing Body can properly interrogate Management Accounts on a quarterly basis.

4. **Attendance** - Attendance has been improving- 95% for 2022-2023- and we are just above national- 94% in Primary-, but is still not at pre-Covid levels. While we are below National data in terms of Persistent absenteeism- AMCPs is 15% compared to 17.2% nationally- there are some families whose attendance is repeatedly lower. Our lowest group last year was PPG at 91%- national data was 88.6%.  
With the support of the BKAT Education Welfare Officer (EWO), we will work together to support these hard to reach families.

## **EYFS**

1. Good Level of Development - Theme - Summer born and EAL. Benchmarking against national and Trust data shows data for GLD to be an anomaly when compared with all other forms of formal data collection. Our Monitoring of GLD 2023 identifies key groups who didn't achieve GLD. We will review both individuals at risk of not achieving GLD and target support. We will also be reviewing aspects of phonics delivery to align more closely with practice in Year 1 to accelerate learning in reading and writing.

## **Ofsted Actions**

*The only action from Ofsted preventing the school from being outstanding, was related to a few children being unable to remember what PE or specific History unit/facts they did in a previous year group. This was attributed to leaders not carrying out enough checks!?!?! – Actions to cover this point are included within the targets/actions above.*