



# **SCHOOL DEVELOPMENT PRIORITIES**

**2020-21**

## **KEY PRIORITIES**

### **1. Quality of education**

To improve achievement across the curriculum, with a particular focus on reading and writing, by further developing teaching and learning practice around metacognition, feedback and oral literacy, utilising published research.

### **2. Personal development**

To develop a clear, rigorous and systematic whole school approach to character education which enables children to thrive together, celebrate difference as uniqueness, and develop their character and the qualities they need to flourish in society.

### **3. Behaviour and attitudes for learning**

To ensure a calm, safe, and positive environment supports children to flourish: behaving with consistently high levels of respect for others, showing commitment and dedication to their learning, resilience and perseverance in the face of challenge, and actively supporting the well-being of others.

**Priority 1: Quality of Education**

OBJECTIVE	ACTIONS	DATE FOR ACTION	RESOURCE/ COST IMPLICATION	LEAD/ SUPPORT	SUCCESS CRITERIA	EVIDENCE
<p>To improve achievement across the curriculum, with a particular focus on reading and writing, by further developing teaching and learning practice around metacognition, feedback and oral literacy.</p>	<ul style="list-style-type: none"> <li>Review coverage and gaps in learning from March-July 2020. Teachers feedback information to subject leaders.</li> </ul>	Sept. 2020		Subject leaders	Clear view of gaps and steps needed to address them	Coverage review documents Subject leader feedback
	<ul style="list-style-type: none"> <li>Complete learner baseline assessments in core subjects and set aspirational targets for 2021.</li> </ul>	Aut. 1		Teachers, LW & JJo	Accurate evaluation of baseline and actions required to meet targets	Pupil data analysis, progress meeting notes
	<ul style="list-style-type: none"> <li>Develop and implement Recovery action plan to support a smooth transition back to school.</li> </ul>	July 2020	Cost of resources – any additional text copies (Here We Are)	LW, JJo, TM LW	Children feel safe, secure and ready to learn. Reduction in negative behaviour and improving attendance following school re-opening after lockdown. Staff feel equipped to support children’s emotional well-being.	CPOMS, Attendance data, feedback on pupil wellbeing.
	<ul style="list-style-type: none"> <li>Staff training on Recovery Curriculum</li> </ul>	Aut. 1 INSET 1			Clear rationale for use of Catch up Premium and strategies to be implemented	Catch up premium plan
	<ul style="list-style-type: none"> <li>Develop and implement catch up premium plan, taking into account EEF evidence-based research recommendations</li> </ul>	Aut. 1-2		LW	High quality teaching in all classes and across all subjects.	Monitoring evidence
	<ul style="list-style-type: none"> <li>Develop and implement staff training programme linked to improving standards of teaching and learning in relation to metacognition, feedback and oral literacy.</li> </ul>	Aut. 1	Cost of any external training required	LW, JJo, TM, NA, EL	Clear structure for teaching and learning in English which leads to improved progress and attainment over time.	Monitoring evidence, pupil data, and progress meeting notes.
	<ul style="list-style-type: none"> <li>Purchase and implement Pathways to Read programme to run alongside Pathways to Write Programme. Staff to undertake training.</li> </ul>	Aut. 1	£1500-£2000	TM, EL	Children are competent in using virtual learning strategies to avoid gaps developing in the event of bubble closures	Remote learning monitoring Staff & pupil surveys Website – Remote learning plan & policy.
	<ul style="list-style-type: none"> <li>Develop and implement Remote Learning Plan &amp; Policy and blended learning in school to prepare children for virtual learning if/when required.</li> </ul>	Aut. 1-2		JC Teachers	High quality texts support learning and help to improve outcomes for children.	Pupil data – reading & phonics Subject leader reports
	<ul style="list-style-type: none"> <li>Undertake review of reading materials and online resources, including phonically decodable books in EYFS and KS1. Purchase resources needed.</li> </ul>	Aut. 2 & Spr. 1	£1000	TM, MM	Practice is of a consistently high standard, and improves outcomes for children	Monitoring evidence, staff training feedback, pupil data, and subject leader reports.
	<ul style="list-style-type: none"> <li>Review practice on 5 part lesson structure, learning journeys and feedback.</li> </ul>	Aut. 2 & Spr. 1		LW, JJo, TM, NA		
<ul style="list-style-type: none"> <li>Staff to undertake coaching and development on each section of the five part lesson structure using online</li> </ul>	Aut. 2	Cost of cover to release staff to monitor	LW, JJo, TM, NA			

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	<p>monitoring strategies, reflection and whole staff training.</p> <ul style="list-style-type: none"> <li>Develop and implement assessment calendar to be used alongside teaching and learning checklist.</li> <li>Review non-negotiables for teaching and learning to develop 'consistencies' linked to pedagogy.</li> <li>Review Homework policy to reflect a reading focussed approach which supports the development of a love of reading, positive learning behaviours and the use of independent pre-learning.</li> <li>Focus on improving retrieval opportunities through formative and summative assessment.</li> <li>Support senior and middle leaders undertaking whole school improvement projects linked to metacognition, character education and oral literacy (TM, NA, EL). <b>(Individual action plans for each area should be used alongside this summary document)</b></li> <li>Review monitoring calendar, feedback strategies and use of video to provide regular monitoring which is purposeful and supportive.</li> <li>Develop a staff meeting and training calendar which provides opportunities for collaborative working in curriculum teams.</li> <li>Undertake review of English policy to reflect current approaches, pedagogy and practice.</li> <li>Review and amend Teaching and Learning policy to reflect current approaches, pedagogy and practice.</li> <li>Undertake half termly progress meetings to review progress against targets and interventions</li> <li>Staff to record formative assessment on O-Track and bring relevant analysis to progress meetings</li> <li>Staff to record termly summative assessments on O-Track.</li> </ul>	<p>onward</p> <p>Spr. 1</p> <p>Spr. 1</p> <p>Aut. 2. onward</p> <p>Aut. 1 onward</p> <p>Aut. 1 onward</p> <p>Aut. 2</p> <p>Spr. 1</p> <p>Spr. 1</p> <p>Spr. 1</p> <p>Oct, Dec, Feb, Apr, Jun.</p> <p>Dec, Mar, Jun/July.</p>	<p>Cost of online resources/subscriptions.</p> <p>Cost of cover when attending training for NPQH/NPQSL</p> <p>Cost of O-Track renewal (£800 approx.)</p>	<p>JJo</p> <p>LW All staff</p> <p>LW, TM</p> <p>TM, NA</p> <p>LW, JJo</p> <p>LW, JJo, TM, NA</p> <p>LW</p> <p>TM, EL</p> <p>LW, JJo, TM</p> <p>JJo</p> <p>Teachers</p> <p>Teachers</p>	<p>Assessment informs planning and moves learning on.</p> <p>Consistency in teaching and learning across the curriculum and year groups, improving achievement of children.</p> <p>Increase in number of children reading regularly and for pleasure.</p> <p>Improvement in children's ability to recall and retain information, leading to improved achievement.</p> <p>Positive impact of training and resulting actions, on staff confidence, skills and pupil outcomes.</p> <p>Monitoring leads to improved consistency across teaching and learning.</p> <p>Staff feel supported and confident in implementing action plans effectively. Workload is shared so that tasks are not duplicated, and teachers can access a range of resources to support their teaching.</p> <p>Clear policies which is followed consistently across school and has a positive impact on achievement.</p> <p>Pupil achievement data is accurate and used to inform planning. Appropriate and effective interventions support pupil progress.</p>	<p>O-Track, pupil data.</p> <p>Monitoring evidence, pupil data.</p> <p>Pupil and parent voice</p> <p>Pupil data, monitoring evidence.</p> <p>Staff surveys, subject action plans and evaluations. Pupil data.</p> <p>Monitoring evidence, staff and pupil surveys.</p> <p>Staff surveys. Subject action plans and evaluations.</p> <p>Policy, pupil data, monitoring evidence.</p> <p>Progress meeting notes, O-Track, Pupil data. Pupil interviews, work scrutiny.</p>
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	<ul style="list-style-type: none"> <li>• Subject leaders to review and analyse formative and summative assessment, undertake relevant monitoring and provide termly reports to Governors on standards of teaching and learning in Core Subjects.</li> <li>• Review and develop the use of Wow hooks, authentic outcomes to develop children’s sense of audience and purpose, particularly linked to writing.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>	<p>Cost of resources</p>	<p>Subject leaders</p> <p>TM, EL</p>	<p>Children make progress and develop detailed knowledge and skills across the curriculum, and as a result, achieve well.</p>	<p>Subject leader impact reports, GB minutes, monitoring evidence.</p> <p>Pupil data – writing Pupil and staff surveys Monitoring evidence</p>
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**Priority 2: Personal Development**

OBJECTIVE	ACTIONS	DATE FOR ACTION	RESOURCE/ COST IMPLICATION	LEAD/ SUPPORT	SUCCESS CRITERIA	EVIDENCE
<p>To develop a clear, rigorous and systematic whole school approach to character education which enables children to thrive together, celebrate difference as uniqueness, and develop their character and the qualities they need to flourish in society.</p>	<p>Continue to promote 'The Brow Passport'. Parents/carers and staff record children's experiences in passport record book.</p>	ongoing	Cost of external provision.	All staff	All children have access to a wide, rich set of experiences which develop character and experience.	Pupil feedback Learning walks Passports
	<p>Participation in Magic Breakfast (daily bagels/cereal for all). Food parcels for families in need. Children encouraged to bring a water bottle to school daily.</p>	ongoing	Cost of milk, margarine, staff to prepare (1 hr. per day)	LW, SG, BD, JF & GO	Pastoral support for children and families is of a very high standard and supports them in achieving the best possible outcomes and quality of life.	Safeguarding audit Pupil and parent/carer feedback CPOMS
	<p>Develop support staff specialists who can lead high quality interventions in specific areas: SEMH, communication and interaction, cognition and learning.</p>	Spring	TA training	JJo, TM & NA	Children are given the opportunities to access high quality resources and lessons to cater for specific areas of need and progress.	Progress meetings, OTrack data, Boxall outcomes.
	<p>Track the participation of all children in competitive sports. Offer opportunities to cater for the needs of all children.</p>	ongoing		KS & LC	Children continue to access participation in competitive sports via virtual games.	Extra-curricular activity participation rates (registers and data)
	<p>Active learning in all curriculum areas as and when appropriate. School day is broken up with regular opportunities for exercise to improve physical and emotional well-being –daily mile, lunch break and classroom workouts.</p>	Sept. onward	Active Maths and Active Literacy subscriptions.	KS	Children participate in opportunities to be active during the school day and through extra-curricular activities, improving concentration, health and wellbeing.	PE tracker Boxall data analysis

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	<p>Specialist music teaching for Y4 &amp; Y6 – Gospel, Samba Drumming Develop a school choir (KS2) Ensure all children are provided with the opportunity to perform in front of an audience throughout the year: Gospel, Samba drumming, choir, class assemblies, whole school performances.</p> <p>Pupil leadership opportunities: Year 6- apply for roles, attend an interview and are allocated roles for the academic year. Y5 – Junior Safety Officers All year groups – classroom responsibilities School council representatives from each year group – class meetings, communication teams and weekly questions and feedback through Votes for Schools and School Council. Supporting charities and the local community</p> <p>Teachers will write personalised, effective SEN support plans, with support from SENCO where required, share with children and parents/carers to support successful inclusion and equality of opportunity.</p> <p>Review SRE policy. Develop children’s age-appropriate understanding of healthy relationships through appropriate relationship and sex</p>	<p>Spring/Summer (Covid permitting)</p> <p>January</p> <p>Sept. onwards</p> <p>Ongoing</p> <p>October</p>	<p>£1800 + Cost of transport to events</p>	<p>LW, JC, TM EP</p> <p>TM EL BB All teachers</p> <p>All teachers</p> <p>NA</p>	<p>School provide a wide range of opportunities to nurture, develop and stretch pupils’ talents and interests. Pupils appreciate these and make good use of them. Children have the confidence to try new and unfamiliar activities. Children show willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p> <p>Children demonstrate that they are becoming responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults Children receive meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. They know how to discuss and debate issues and ideas in a considered way.</p> <p>Children thrive together through equality of opportunity. School’s inclusive ethos and practice is shared with other settings as an example of effective practice.</p> <p>Children demonstrate age-appropriate understanding of healthy relationships through appropriate relationship and sex education</p>	<p>Pupil feedback Parent/carer feedback on performance Pupil achievement data – music, PE. Boxall data analysis Playtime/lunchtime observations</p> <p>CPOMS data School council impact record Pupil feedback Pupil achievement data Feedback from parents/carers, LA, visitors etc.</p> <p>Pupil feedback CPOMS Learning walks/work scrutiny/monitoring videos</p> <p>Work scrutiny Learning walks Pupil feedback Boxall analysis CPOMS data</p>
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	<p>education.</p> <p>SMSC provision to be monitored through PSHE direct teaching, family time activities and other curriculum teaching. Staff to follow plans from PSHE association online with related activities, along with materials on Votes for Schools.</p> <p>Careers learning is woven through curriculum teaching in all year groups with visits from people of different careers in the local community.</p> <p>Online safety is taught rigorously and forms part of all curriculum areas. Visits from PCSOs, police etc. Parent/carer awareness sessions throughout the year.</p> <p>Parent events – drop ins, mid-year progress reports, parents’ evenings, coffee afternoons.</p> <p>Incorporating the use of clear, rigorous and systematic whole school approach to</p>	<p>Ongoing</p> <p>(Once Covid restrictions permit)</p> <p>Spring and Summer term</p> <p>(Once Covid restrictions permit)</p> <p>January, 2021</p>	<p>Cost of staff to supervise trip, cover classes etc. Support for disadvantaged pupils.</p> <p>Hospitality costs</p>	<p>NA, TM, LW</p> <p>All teachers</p> <p>LW, LC, TM</p> <p>All staff</p> <p>TM BB</p>	<p>Our work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality and prepares children for life in Modern Britain. SMSC is woven through all curriculum teaching. Children demonstrate a good understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.</p> <p>Children have contact with employers and show aspirations for the future. Older children are developing an understanding of what they need to do to reach and succeed in the careers to which they aspire.</p> <p>Children recognise online and offline risks to their well-being – and aware of the support available to them. They recognise the dangers of inappropriate use of mobile technology and social media.</p> <p>Engagement with parents and carers is planned, focused and effective. Parents/carers feel supported, listened to and show an increasing engagement in children’s learning and personal development. Outcomes and quality of life for children and families is improving.</p> <p>Children will demonstrate an improved understanding of behaviour towards</p>	<p>SMSC tracker Pupil feedback Parent/carer feedback CPOMS Boxall</p> <p>Pupil visit evaluations Parent/carer evaluations Learning walks.</p> <p>Pupil feedback Parent/carer feedback CPOMS</p> <p>Parent/carer feedback Staff feedback CPOMS Increase in step-downs Possibly increase in CAFs – parents accessing support Parent/carer attendance at events.</p> <p>CPOMS Boxall data outcomes</p>
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	<p>character education through the Jubilee Centre for Character and Virtues programme of study. Introducing virtues in assemblies and reflecting with shout outs each week. Children to engage with lessons and reflection time each week during Family Time sessions.</p> <p>Introducing a humanity rich curriculum and teaching through language rich narrative: foundation lessons will place children in purposeful dilemmas to evoke deep and analytical thinking and teaching of epistemic uncertainty.</p>	Spring	Cost of external training	All teachers  All teachers	<p>others, develop resilience and confidence and be of service to others. Children will learn, deliberate and assume control over how they act in situations and as an outcome will flourish as human beings, achieve their potential to live meaningfully harmoniously in the school and wider community.</p> <p>Children will explore the role of talk, imagination, empathy, creativity, emotion and moral purpose through unexpected scenarios, obtaining key knowledge from unexpected dilemmas in the form of hooks. Children will demonstrate deep and analytical thinking skills, applying their developing knowledge of virtues.</p>	<p>Pupil voice - half termly reflections, virtue shields and Aristotle bottles</p> <p>Pupil voice Learning walks Monitoring videos Work scrutiny</p>
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**Priority 3: Behaviour and attitudes**

OBJECTIVE	ACTIONS	DATE FOR ACTION	RESOURCE/ COST IMPLICATION	LEAD/ SUPPORT	SUCCESS CRITERIA	EVIDENCE
<p>To ensure a calm, safe, and positive environment supports children to flourish: behaving with consistently high levels of respect for others, showing commitment and dedication to their learning, resilience and perseverance in the face of challenge, and actively supporting the well-being of others.</p>	<p>Review Pivotal training and strategies.</p> <p>Revisit strategies in a planned, systematic way to develop consistency and ensure they are embedded.</p> <p>Term 1: Fantastic walking, recognition boards</p> <p>Term 2: embellished countdowns</p> <p>Term 3: Scripted conversations and restoration</p>	<p>Sept. INSET Termly staff meeting.</p> <p>Autumn term</p> <p>Spring term</p> <p>Summer term</p>	<p>None</p> <p>None</p>	<p>JJo, LW</p> <p>JJo, LW All staff</p>	<p>All staff demonstrate high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct.</p> <p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</p> <p>Where children struggle to show consistently good behaviour and self-control, school takes intelligent, fair and highly effective action to support them to succeed in their education.</p>	<p>CPOMS data</p> <p>Pupil/parent/staff feedback</p> <p>Classroom display</p>
	<p>All staff will encourage children with praise and lead by example by following 'relentless routines'.</p> <p>Develop and embed calm, well-structured transitions, which are consistent across school.</p>	<p>September onward</p>	<p>Visual displays –hall</p>	<p>LW, JJo, all staff</p>	<p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. Children follow routines – walking along the corridor on the left side, calmly; standing behind chairs before each transition etc.</p> <p>Staff feel confident in managing behaviour and feel supported.</p>	<p>Learning walks, other monitoring evidence.</p> <p>Staff feedback, pupil feedback.</p>
	<p>Develop 'visible consistency alongside visible kindness'.</p>	<p>September onward</p>	<p>None</p>	<p>LW, JJo, all staff</p>	<p>Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.</p>	<p>Pupil achievement data</p> <p>CPOMS</p>
	<p>Core values will be central to PSHE and assembly planner.</p> <p>Core values are discussed and celebrated weekly in assembly and class.</p>	<p>September onward</p>	<p>Boxall subscription (£150 annually)</p>	<p>TM, BB</p> <p>All staff</p>	<p>Children demonstrate resilience when</p>	<p>Boxall analysis</p> <p>Pupil feedback PSHE assessment</p>
	<p>Daily family time for every class, in addition</p>	<p>September</p>		<p>JJo, NA, all</p>		<p>10</p>

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	<p>to direct PSHE teaching. Use Boxall cohort data to target areas of need during family time. Hot Chocolate with the Head Implement 'well-being ambassadors' as part of pupil leadership.</p> <p>Smart School Council meetings and work will focus around core values, attitudes to learning and behaviour.</p> <p>Training on 'adult behaviour'</p> <p>Submit Nurturing Schools Award application and evidence.</p> <p>Share behaviour policy and related 'Pivotal strategies with parents and carers. Offer support for parents/carers who require additional help and strategies in managing their child's emotional wellbeing and/or behaviour Halton Behaviour Team Community Support Workers to attend coffee mornings to offer informal advice.</p> <p>Purchase EP time for assessment of children and training for staff</p> <p>Attendance and Welfare SLA – buy back additional EWO time to focus on improving</p>	<p>onward</p> <p>Fridays</p> <p>Ongoing</p> <p>Jan. INSET day</p> <p>Spring term</p> <p>Jan. 2020</p> <p>Ongoing – coffee mornings (half termly) Cuppa and chat drop-ins (two per term)</p> <p>Autumn term onward</p>	<p>Badges</p> <p>Subscription - £300 annually</p> <p>None</p> <p>Release time for DHT to complete.</p> <p>Cost of FSW</p> <p>Hospitality costs</p> <p>£300 per half day of EP time x 6 sessions = £1800.</p>	<p>staff</p> <p>LW, TM</p> <p>TM, BB, all staff</p> <p>JJo, LW</p> <p>JJo</p> <p>LW, JJo, FSW</p> <p>LW, JJo, (FSW)</p> <p>LW, JJo</p>	<p>there are setback/challenges and take pride in their achievements. Children actively celebrate the achievements of their peers. Pupils actively support the wellbeing of other pupils.</p> <p>Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p> <p>Positive impact of training on behaviour and attitudes – reduction in number of negative behaviour incidents per cohort compared to 2019/20</p> <p>Nurturing Schools Accreditation</p> <p>Improved emotional wellbeing of vulnerable children evidenced by Boxall scores. Reduction in the number of incidents of negative behaviour.</p> <p>Improved parent/carer engagement – more families seeking support, attending events, communicating with school. Parents/carers report a positive impact following support. Parents/carers work proactively with school staff on managing behaviour and improving children's attitudes to learning.</p> <p>Early identification of children with additional needs to support them in making progress and accessing the curriculum</p> <p>Improved attendance overall and for</p>	<p>Parent feedback</p> <p>Pupil/staff feedback</p> <p>Work scrutiny, learning walks, pupil feedback.</p> <p>Staff feedback</p> <p>Training impact/action logs CPOMS data</p> <p>Award and feedback on application</p> <p>Boxall scores CPOMS data</p> <p>CAF/CIN/CP minutes Parent/carer feedback CPOMS data</p> <p>CPOMS, SEN support plans, Achievement.</p>
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	<p>attendance and punctuality of vulnerable children.                  Review Attendance policy                  Increase parental communication                  Weekly monitoring of punctuality and first day absence                  Monthly monitoring of PA and overall absence                  Use of APM, Attendance surgeries and PN warning letters from EWO.</p> <p>Employ a Family Support Worker to support with attendance, social care and family liaison work, leading to more regular attendance monitoring and intervention</p> <p>Implement visitor feedback forms –focus determined by termly Pivotal strategy.                  Develop staff understanding of learning power through whole staff training.</p>	<p>September onward- review termly.</p> <p>Autumn term</p> <p>(when Covid restrictions permit)</p>	<p>£500</p> <p>HT/DHT time</p> <p>£26,000 approx.</p>	<p>LW, BD, JF EWO (FSW)</p> <p>LW, JJo, SLT (FSW)</p> <p>All staff</p>	<p>targeted children and groups- reduction in number of families at PA.                  School attendance for 2020/21 is significantly improved and closer to national figures for overall and persistent absence.                  Improved punctuality for targeted children.</p> <p>Reduction in social care workload on HT/DHT and teachers, providing them with more time to focus on quality of education.                  Improved attendance outcomes, particularly for those children with PA/from a vulnerable family.</p> <p>Positive feedback on pupil behaviour from visitors to school.</p> <p>Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p>	<p>Exclusions data                  CPOMS data                  SEN assessment records, fixed term-exclusion information.</p> <p>CPOMS data</p> <p>Attendance and punctuality data</p> <p>CPOMS data</p> <p>Staff wellbeing feedback</p> <p>Feedback forms</p> <p>Pupil voice                  Monitoring evidence</p>
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