



Stanton Harcourt CE Primary School School Development Plan Academic Year 2021-2022

Draft plan of SDP 2021/22 (July 21)

Final draft version of SDP 2021/22 for Staff (Sept 21)

Final version of SDP 2019/20 for all stakeholders (including publication of summary on website) (Sept 21)

1st mid-year RAG-rated review of SDP 2021/22 for SLT/Governors (Dec 21)

2nd mid-year RAG-rated review of SDP 2021/22 for SLT/Governors (March 22)

Final RAG-rated review of 2021/22 for SLT/Governors (July 22)

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SELF-EVALUATION: VISION AND SUMMARY

Stanton Harcourt CE Primary School is a small school serving the village of Stanton Harcourt. We are proud of our standing as a church school, putting ourselves at the centre of the village community and encouraging the children to see themselves as part of the world community. Our school strives for excellence in academic and pastoral provision. At Stanton we believe that every child should be valued, cared for and enabled to achieve their full potential in all areas.

Stanton Harcourt CE School was judged as a good School in October 2019. Our self-evaluation against the Ofsted criteria at the start of the academic year 2020/21 is that the school is currently:

Our self-evaluation against the Ofsted criteria at the start of the academic year 2020/21 is that the school is currently:

Quality of Education		Grade 2
Behaviour		Grade 2
Personal Development		Grade 2
Leadership and Management	-	Grade 2
Early Years Provision: Quality & Standards	-	Grade 2
Overall Effectiveness	-	Grade 2

Priority Areas: 2021/2022	OfSTED Area	Link Gov member
Priority 1: 1a) To provide a curriculum which is planned and sequenced so that children gain excellent knowledge and skills for future learning. 1b) To development leadership for all, so that subject Leads are accountable in their roles in order to improve secured outcomes across the curriculum.	Quality of Teaching and Learning Leadership and Management	
Priority 2: To raise the attainment and progress in writing across the school for all learners.	Quality of Teaching and Learning	
Priority 3: To develop the teaching and learning across the school so that teaching is consistently good or outstanding and increases the number of children achieving Greater Depth in English and Maths.	Leadership and Management	
Priority 4: Teachers consistently uphold the effective implementation of the new behaviour policy. Behaviour for learning is consistently good or outstanding. Good conduct does not mask compliant or passive behaviour.	Behaviour	
Priority 5: To implement a new Early Years curriculum which allows children to access high quality resources and learning opportunities.	Early Years	
Priority 6: To create and implement a new vision for the school. This will involve creating new values and reflecting on our school ethos.	Personal Development	

Subject/Area of Responsibility	Lead	Subject/Area of Responsibility	Lead
Assessment	Faye Tingley	Geography	Catherine Atherstone
SENCo and Behaviour	Ellie Pascoe	History	Catherine Atherstone
Curriculum	Ginny Bayliss & Faye Tingley	Languages	Delphine Rideout
Pupil Premium	Ellie Pascoe	Computing	Lucy McKay
English	Faye Tingley	Music	Ginny Bayliss

Mathematics	Catherine Atherstone	Art	Imogen Nicol
Science	Imogen Nicol	RE	Lucy McKay
PSHE (Jigsaw)	Ellie Pascoe	Design Technology	Imogen Nicol
PE	Louise Hutchins	Community Links	Lucy McKay

Priority Area 1: To provide a curriculum which is planned and sequenced so that children gain excellent knowledge and skills for future learning

Ofsted Area: Quality of Education

Expected outcomes and Success Criteria:

- The curriculum will be mapped out for all subject areas ensuring progression of knowledge is inline with our curriculum intent.
- Pupils' work across the curriculum is of good quality.
- Teachers have good knowledge of the curriculum they teach and where there are areas for development, subject leads action plans identify necessary professional development.
- Science Mark achieved in July 2019

Lead: Ginny Bayliss & Faye Tingley

Governor Link

Action	Monitoring	Timescale	Resource requirements
<p>Intent:</p> <ol style="list-style-type: none"> 1) All subject leads to ensure that the intent of their curriculum is relevant to the learners of Stanton Harcourt particularly those who have the potential to work at Greater Depth. 2) All Subject Leads to work alongside SLT to evaluate the current curriculum being delivered using their monitoring and the curriculum handbook. <p>Subject Leads to produce knowledge organisers to ensure progression of knowledge, key vocabulary and skills is being built up over time beginning with science, history and</p>	<p>Fortnightly work scrutiny so that each subject is monitored termly. Development Drops ins to take place twice every half term. Rag rated SDP 3x a year including subject lead action plans. Monitoring and evaluation records analysis-Heads report Monitoring of curriculum handbook</p>	<p>Summer/Autumn term 21: All Knowledge Organisers will be in place for Science, History, Geography, RE, PSHE</p> <p>Spring term 22: Computing, Music, PE</p> <p>Summer 20: DT, Art, MFL to be</p>	<p>A timetable of subject release time to work with subject leads over the course of the autumn term. (cover needed)</p>

geography.		completed	
<p>Implementation:</p> <ol style="list-style-type: none"> 1) Subject leads to identify training needs to ensure appropriate professional development to ensure effective implementation of the curriculum. 2) School to create a timetable of professional development which shows how subjects will be developed over the academic year. <p>Carry out ongoing monitoring and evaluation of curriculum coverage and challenge to ensure that work provided for the pupils is demanding and matches the aims of the curriculum.</p>	<p>Fortnightly work scrutiny so that each subject is monitored termly. Development Drops ins to take place twice every half term. Rag rated SDP 3x a year including subject lead action plans. Monitoring and evaluation records analysis-Heads report Monitoring of curriculum handbook</p>	<p>Implementation of changes to curriculum to be in place by July 2021</p> <p>Curriculum handbook to be fully completed by 2022</p>	<p>Teacher meeting timetable to reflect areas identified for professional development.</p> <p>SLT to work alongside members of staff where areas of support are needed.</p>

Priority Area 2: To raise the attainment and progress in writing across the school for all learners.

Ofsted Area: Quality of Teaching and Learning

Expected outcomes and Success Criteria:

- Rapidly raise attainment in writing in all year groups and for all groups of pupils.

Writing	Mar 21	July 21	Dec 21	Mar 22	Jul 22
Average ARE % Across School	30%				
Average GD % Across School	3%				

Lead: Faye Tingley			
Action	Monitoring	Timescale	Resource requirements
<p>Intent:</p> <p>1) Develop a new English curriculum to engage learners and support teaching and learning.</p> <p>2) To implement a consistent planning approach to English across the school.</p> <p>3) To use rigorous assessment data, including in school and across EPA writing moderation to raise standards of writing in all year groups.</p>	<p>Book Scrutinies</p> <p>Staff CPD</p> <p>Lesson Observations/DDI.</p> <p>Learning walks.</p> <p>Regular writing moderation sessions.</p> <p>RAG rated SDP</p>	<p>Each half term.</p> <p>Implementation of new curriculum to be completed by July 2022 – To be reviewed at this point.</p>	<p>Pupil Progress meetings using AP3 data and PiXL Analysis</p> <p>AP1 and PiXL Assessments</p> <p>Pupil Progress meetings using AP1 data and PiXL Analysis</p> <p>AP2 and PiXL Assessments</p> <p>Pupil Progress meetings</p> <p>AP3 Assessments</p> <p>Staff meeting time for CPD/moderation.</p> <p>Review of curriculum document.</p>
<p>Implementation:</p> <p>1) Subject lead to work with EPA English Lead to develop a comprehensive curriculum document to support teachers on genre coverage, grammar and punctuation progression and writing expectations per year group.</p> <p>2) EPA English Lead to deliver training to all teaching staff on planning a unit of work.</p> <p>3) Subject Lead to conduct regular in-school and across-EPA writing moderations to assess attainment and progress. All staff to receive CPD relating to teaching of all aspects of English. To use PiXL assessment data to inform the three main assessment point judgements.</p> <p>Target Tracker will allow English Lead and teachers to monitor the progress being made by groups of learners for targeted teaching and intervention.</p>	<p>Book Scrutinies</p> <p>Staff CPD</p> <p>Lesson Observations/DDI.</p> <p>Learning walks.</p> <p>Regular writing moderation sessions.</p> <p>RAG rated SDP</p>		

<p>Impact:</p> <ul style="list-style-type: none"> ● Presentation in books improves and shows clear progress across a unit of work. ● Consistently high standards of teaching with high levels of engagement and achievement. ● Clear modelling and misconceptions being addressed. ● Working Walls are being used effectively to aid learning within classes. ● Differentiation is clear and challenging to maximize progress for all groups of pupils. ● Regular assessment points and moderation will directly inform teaching and learning. ● Percentages of children achieving ARE or above increase in line with EPA expectations. 			
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<p>Priority Area 3: To develop the teaching and learning across the school so that teaching is consistently good or outstanding and increases the number of children achieving Greater Depth in English and Maths.</p>
<p>Ofsted Area: Quality of Education</p>
<p>Expected outcomes and Success Criteria:</p> <ul style="list-style-type: none"> ● Stanton Standards is consistent across the school and standards in the curriculum are good. ● Teachers improved subject knowledge translate into improvements in their teaching and improved outcomes particularly for the more able. ● Monitoring shows that teaching and learning is consistent across school and that expectations are high.

Lead: Faye Tingley and Ginny Bayliss	Gov Link		
Action	Monitoring	Timescale	Resource requirements
1) Implement the Stanton Standards which provide a clear overview of expectations in relation to planning, differentiation, presentation, environment and marking and feedback.	Twice a half term DDIs Learning walks Half termly book looks Shared monitoring document to be looked at during each SLT mtg to ensure actions are followed up and impact shown.	July 21 for staff to input to Stanton Standards Sept 21 to implement	INSET Day 1 to look at Stanton Standards SLT to work with less experienced members of staff to aid with understanding of standards Calendar of monitoring in place to ensure Learning walks, DDIs and deep dives to begin.
2) Develop teachers' knowledge and understanding of providing differentiated learning objectives which provide opportunities for pupils to deepen their understanding and make at least 'good' progress.	Twice a half term DDIs Learning Walks Half termly book looks Data analysis 3 times a year.	July 21 September 21	Appraisals to reflect a target relating to subject area and support to achieve this objective identified e.g visit to GP school, shadow SLT member Teacher mtgs timetabled to look at planning.
3) To provide opportunity for teachers to work alongside lead teachers within the academy to share good practice and plan appropriately differentiated lessons to promote at least 'good' progress.	Twice a half term DDIs Learning Walks Half termly book looks Data analysis 3 times a year. Shared monitoring document to be looked at during each SLT mtg to ensure actions are followed up and impact shown.	Termly support for all teachers to meet with a lead teacher.	Allocated time for teachers to work along others to improve their practice.
4) Provide training to ensure that learning is appropriately scaffolded to promote good or outstanding progress from all learners and that high expectations are modelled and reinforced through celebration of children's work.	Twice a half term DDIs Learning Walks Half termly book looks Data analysis 3 times a year.	Oct 21	Well-being survey completed
5) To ensure consistently high expectations for presentation are met by pupils. High expectations are modelled and reinforced through celebration of children's work.			
6) To ensure that teachers regularly provide high quality models of intended learning outcomes for			

pupils.			
Impact			

Priority Area 4: To implement and uphold the new behaviour policy across all year groups.			
Ofsted Area: Quality of Education			
Expected outcomes and Success Criteria:			
<ul style="list-style-type: none"> All staff consistently uphold the effective implementation of the new behaviour policy 			
Lead: Ellie Pascoe/ Faye T?	RIB Link		
Action	Monitoring	Timescale	Resource requirements
1. Behaviour for learning is consistently good or outstanding: a) All pupils to demonstrate good behaviour for learning at all times. b) Staff to demonstrate consistently the positive values and behavior which are expected of pupils. c) Teachers complete baseline QCA for targeted pupils. d) Implement Jigsaw scheme of work to support pupils with developing social skills, good working relationships with others and be better	QCA behaviour assessments for individual pupils show improving behaviour, conduct and learning. (Baseline to take place in Sept 21) Monitoring of behaviour within lessons through observations and drop-ins by SLT. Monitoring of incident records. Using parent questionnaire to RIB (April 2018) as a base-line, gain parent and pupil voice at the end of		Pupil/Parent behaviour questionnaire. Regular DDI's. QCA's behavior assessments.

equipped to deal with issues around conflict. e) Provide training for all staff on new behaviour policy and using restorative scripts.	each term.		
Impact:			

Priority 5: To implement a new Early Years curriculum which allows children to access high quality resources and learning opportunities.			
Ofsted Area: Early Years			
Expected outcomes and Success Criteria:			
<ul style="list-style-type: none"> ● All Staff are familiar with the new Early Years Framework. ● Tapestry is used effectively to monitor pupils progress and evaluate next steps. ● 80% of children reaching a 'good level of development' at the end of Early Years. ● A developed indoor and outdoor classroom that enables children to access a varied Early Years curriculum. ● Develop a stamina for writing and raise expectations in Early Years. 			
Lead: Lucy McKay	RIB Link		
Action	Monitoring	Timescale	Resource requirements
1. Implement a curriculum that covers the seven areas of learning that includes developing characteristics of effective learning: a) Implement new curriculum in September 2021 with regular monitoring. b) Through training and CPD, all teachers to follow a consistent plan for the teaching of phonics.	LM to meet RW to discuss/review how the new curriculum is progressing. Regular reception phonics assessments.	Ongoing for the next academic year.	Time for RW and LM to meet. Opportunity for staff to attend training and CPD.

<p>2. Ensure that 80% of children finish Early Years with a 'good level of development':</p> <p>a) New curriculum to ensure that all areas of learning are taught effectively and consistently.</p> <p>b) Regular 'keep up sessions' and focus groups to fill gaps and address misconceptions.</p>	<p>End of Year Assessment</p> <p>Meet with SENco to review focus groups and interventions.</p>	<p>Jun 2022</p>	<p>Time for EP and LM to meet.</p>
<p>3. Use of Tapestry to make observations and inform good future practice:</p> <p>a) Staff to be trained on how to use Tapestry effectively.</p> <p>b) Set up Tapestry options so learning can be shared with parents.</p> <p>c) Regular meetings to discuss to evaluate how Tapestry is being used.</p>		<p>Ongoing for the next academic year.</p>	<p>Time for training and staff meetings.</p> <p>New Ipads purchased.</p>
<p>4. Children have access to an engaging and interactive indoor and outdoor environment to encourage learning in all seven areas.</p> <p>a) Regular planning meetings in the Early Years team to ensure provision develops children's learning and interests.</p> <p>b) SLT/FS teachers to visit outstanding foundation provisions to observe indoor and outdoor areas and how space and learning areas are managed.</p>	<p>RW to complete learning walk to give feedback on the environment.</p>	<p>Ongoing for the next academic year.</p>	<p>Time for staff to visit outstanding settings.</p>
<p>5. Ensure children are prepared for year 1 writing expectations by the end of Foundation.</p> <p>a) Implement fine motor interventions and provision to ensure children are prepared to write.</p> <p>b) Encourage positive learning behaviours in September to encourage children to be active learners and strive to always improve their writing.</p> <p>c) Implement extended writing opportunities from the start of Spring term to develop a bank of evidence of independent writing.</p>	<p>Take part in EPA EYFS writing moderation.</p> <p>Fine Motor/ Writing Provision Audit</p> <p>DDI's focused on writing.</p>	<p>Ongoing for the next academic year.</p>	
<p>Impact:</p>			

Priority Area 6: To create a new school vision and values.			
Ofsted Area: Personal Development			
Expected outcomes and Success Criteria:			
<ul style="list-style-type: none"> ● By the end of the year a new school vision and values have been created and agreed. ● Should begin to see evidence of the new vision and values around the school. ● Collective Worship themes to help pupils understand our new vision and values. 			
Lead: Lucy McKay		RIB Link	
Action	Monitoring	Timescale	Resource requirements
All Stakeholders to be made aware of upcoming changes.		September/ October	Time at governors meetings for OBDE Link Advisor to present new SIAMS framework. Parents Letter informing them of what is going to happen.
Relevant staff attend training on the new SIAMS framework.	Feedback at staff meeting.	December 2021	Book on to one of the courses run by OBDE. (LM, GB, JH)
Follow Action Plan to decide on new school vision and values.	Regular meetings with Link Advisor throughout the year. Update/Get support from governors when relevant.	July 2022	Staff given time to complete actions. Pupils, staff, governor meetings/ assemblies when required.
Impact:			