

Curry Rivel Church of England Primary School and Little Pips Nursery

SCHOOL DEVELOPMENT PLAN



Priorities for 2020 – 2021

NB: This is a live working document with impact informing implementation.

Priority 1: Support well-being of staff and pupils in managing return to school

Rationale: According to Maslow's Taxonomy, meeting emotional needs must happen before adults and children can learn and thrive. As a result of COVID, helping children and adults to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom is central to a successful school community. In addition, 'Well-being' underpins our 'Recovery Curriculum' of the 3Rs (Reading, Relationships and Routine).

Intent	Led by	When	Implementation	Notes of progress/impact
			Red- delayed/late starting Blue- not due to be started yet Amber-on track and underway Green- complete	
To ensure wellbeing of staff is embedded into the school culture	AP	On-going	<ul style="list-style-type: none"> Staff well-being survey to be used to assess needs of staff. HT and give leading by example in prioritising well-being for all. Well-being to be on each staff meeting agenda. 'Tea for Ten' type opportunities for staff to share their concerns and worries HT Open door policy. Staff to have buddies who check in on them regularly Opportunities for personal reflection to be built into culture of school Eg. On staff notice board; staff meetings; Perf man meetings and 1:1 meetings with senior staff Staff Self-care strategies to be developed by staff. Easy access to support: Care First; Help lines etc. 	
To assess the well-being needs of pupils	AP/JW	Sept/Oct	<ul style="list-style-type: none"> Tools to developed for staff to asses children mental health and well-being needs Children to use tools to self-assess their needs Teachers to use Excel tracker to identify strengths & weaknesses of classes and the areas that require focus SENDCo to identify pupils who may require further support beyond the classroom School SEND TA to work 1: 1 and in small groups in targeted interventions. SENDCo to co-ordinate monitoring of pupil progress in interventions through Strengths and Weaknesses 	
To raise staff awareness about the widespread nature of mental health problems in children and young	AP	By April	<ul style="list-style-type: none"> INSET training using up-to-date research and tools E.g. The Education Endowment Foundation Deliver training on Brain Development, Emotion Coaching and Attachment theory 	
To build children's resilience and teach self-regulation	AP	On-going	<ul style="list-style-type: none"> Develop a well-planned and relevant Social Emotional Aspects of Learning curriculum (SEL) adopting an evidence-based programme. Use a range of strategies to teach key SEL skills, both in-dedicated time, and in everyday teaching (Worry boxes, mindfulness, brain breaks, positivity jars etc) 	
To develop understanding of meta-cognition (How we learn)	AP	By April	<ul style="list-style-type: none"> Expand opportunities to encourage pupil voice, decision making, peer-led approaches and self-directed learning. Give training on Growth Mindset to be used in everyday language with the pupils 	
To develop the use of the outdoors to support mental health	AP		<ul style="list-style-type: none"> Ensure high quality Forest School/Outdoor Learning, PE and other regular activities like the Daily Mile 	

Priority 2: Strengthen the reading culture within the school and to raise the proportion of pupils reaching ARE and GDS so that they are in-line with national expectations

Rationale: Ofsted stated: '.... some of these pupils do not yet read with the fluency and understanding expected for their age. The quality of teaching is improving steadily in reading. However, this is very recent, so pupils' progress is not yet rapid enough or sustained.' In addition 'Reading' underpins our 'Recovery Curriculum' of the 3Rs (Reading, Relationships and Routine).

Intent	Led by	When	Implementation	Notes of progress/impact
			<p>Red- delayed/late starting Blue- not due to be started yet Amber-on track and underway Green- complete</p>	
Develop middle leader role to lead English	AP/SS	On-going	<ul style="list-style-type: none"> SL to access resources and training given by Somerset Literacy Network SL to be supported by literacy consultant from English hub (Mangotsfield) HT to support SL with clear joint planning; regular reviews of progress and provision of regular non-contact time for monitoring etc. SL to liaise with other settings and to work with CLP colleagues where possible. 	
Support teachers and TAs in delivering high quality daily reading sessions to promote comprehension	AP/SS	Dec 2020	<ul style="list-style-type: none"> Ensure dedicated timetable time for reading to increase reading teaching time. Guided reading to be well-planned using high quality resources, with focus on fluency and comprehension. Training/Guidance to be delivered to all staff. Consistent approach to be used across key stages with clear non-negotiables. Develop whole school language for reading skills E.g. Rex the retriever. Mentoring and coaching for teachers' planning throughout the year. 	
Raise the profile of reading across the school	SS	On-going	<ul style="list-style-type: none"> New phonics books (Big Cats) to be purchased for R and KS1 'Accelerated Reader' to be launched for Year 2 and KS2 Promotion of 'book week' and 'Extreme reading challenges' Regular celebration of literature. Library & Reading areas developed across the school with well-organised books, engaging and attractive book displays. Children to be involved in ordering books. Daily class book time to be highly valued and to be read consistently across all classes. Year group 'Reading Challenges' to ensure children are exposed to high quality literature. AR to be used to motivate pupils with regular awards (Millionaires' club; most improved quizzer etc). 	
Create learning environments rich in phonics at all levels with phonics vocabulary integral to the teaching of reading and spelling	SS	On-going	<ul style="list-style-type: none"> Staff phonics knowledge and audit required and staff training to be organised where needed. Ensure staff have knowledge of phonic phases and high quality phonics teaching. Teachers and TAs regularly use phonics to enhance understanding. Sound charts to be used across all classrooms. Agreed spelling scheme to be used. KS2 resources building on those of KS1. KS2 Teachers/TAs to observe KS1 to observe good practice. 	

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			<ul style="list-style-type: none"> • Ensure Daily Spelling and Phonics sessions are well planned and sequential. • Give year group DfE spelling lists to parents. • Phonics/Spelling screening to be used to identify spelling and phonics needs in across the school. • Homework to be reviewed & relaunched. 	
Introduce new resources for promoting a culture, passion and interest in reading to motivate and inspire	SS	Sept 2020	<ul style="list-style-type: none"> • 'Accelerated Reader' to be introduced to inspire reading and monitor reading and progress. • Parents' information session/films for parents regarding Accelerated Reader in Autumn. • Parents' information session/films for parents regarding using new phonics books in Autumn. • Teachers to use weekly AR assessments to track progress and address pupil needs. 	
Increase exposure to high level vocabulary	SS	Dec 2020	<ul style="list-style-type: none"> • Featured vocabulary for each class, related to topics where appropriate. • Vocabulary to be on knowledge organisers to be distributed each term. • Monitor the level of vocabulary being taught. 	
Develop comprehension skills of High Ability pupils.	SS	On-going	<ul style="list-style-type: none"> • Teachers show evidence in planning that they are using resources to challenge high ability pupils • Teachers to use 'Greater Depth' reading resources as a tool to increase % working at greater depth • Enrichment opportunities for Leading learners. • Through target setting, ensure staff know who HA pupils are. • Research further ways to boost progress of our HA children. • Monitor teaching and how it meets the needs of HA learners. • Conduct HA themed monitoring. 	
Identify pupils who are 'slow movers' and who start to fall behind and intervene quickly to help them to improve their learning.	SS/JW	Termly	<ul style="list-style-type: none"> • Subject leader & SENDCo to use PPMs to track progress of different groups and individuals causing concern. • Subject leader & SENDCo, working with teachers, make necessary adjustments to teaching and interventions. • Staff to further develop dyslexia friendly environment and tools to support these pupils. • Conduct vulnerable learners themed monitoring. • Ensure engaging books are on offer to these learners 	
Sharpen reading/spelling intervention delivered by teaching assistants (Spelling detectives/ILI)	SS/JW	Oct 2020	<ul style="list-style-type: none"> • Training to be given to 2 TAs. • Compacted training to be cascaded to teachers. • TAs enabled to deliver intervention to target groups 3 times a week • Progress of these target pupils to be at least good. • SENDCo to monitor the intervention effectively. 	
Develop parents' confidence in supporting their children in reading	SS	On-going	<ul style="list-style-type: none"> • Parents to use ideas from workshops, website, guides for parents, films etc to try new ideas in supporting their children at home • 'Reading at Curry Rivel' information booklet to be published • Facebook feeds used to promote new titles and recommendations – promoting Reading Challenges. 	

Priority 3: To develop an engaging and sequential school curriculum that meet the needs of the pupils at Curry Rivel

Rationale: Ofsted stated: ‘Leaders’ actions to upgrade the school’s curriculum so that it meets the requirements of the national curriculum are ongoing. The sequencing of subjects and knowledge that are taught have been overhauled in recent months. This is not yet ensuring that pupils have a full understanding of science and the foundation subjects, including the arts, because the school’s increased expectations for improving the curriculum have only recently been introduced.’ In the context of COVID, our ‘recovery’ curriculum will be underpinned by the EEF’s 3 tier approach.

Intent	Led by	When	Implementation	Notes of progress/impact
			RAG Rated Red- delayed/late starting Blue- not due to be started yet Amber-on track and underway Green- complete	
To develop subject leaders’ understanding of their role	AP	On-going	<ul style="list-style-type: none"> • INSET training to be given by HT on the role and responsibilities of the SL • SL to link subject curriculum intent to school vision ‘Caring, curious and confident’ when developing their subject statement, and to be clear about the subject’s implementation across the school • SL to organise a subject folder • SL to have clear action planning • SL to plan monitoring schedule including planning and book scrutiny, discussions with pupils and by scrutinising any relevant assessment data (‘Deep Dives’) • SL to support colleagues in curriculum development • SL to deliver subject reports to the HT and governing body. • SL to keep abreast of the latest advice and developments so they can be experts in their subjects. • SL to prepare answers to Ofsted curriculum questions and to know strengths and weakness and next steps 	•
To ensure overall National Curriculum coverage and progression of skills	AP	On-going	<ul style="list-style-type: none"> • SL to have a subject overview, knowing what is taught where and in what order • SL to ensure they know how their subject is taught across the whole school, including in EYFS • SL to check NC coverage & to ensure skills are progressive (And ensure skills document updated) • SL to check website information to be consistent and clear across all subjects/Year groups (Each subject to have its own tab) • Check cross-curricular links are efficient and effective in deepening learning 	•
To develop a meaningful and useful assessment system	AP	On-going	<ul style="list-style-type: none"> • Star Reader to be used alongside Accelerated Reader • Tapestry to be used in EYFS • NFER assessment materials to be used (Annual cost of around £2,000) • Further develop use of AFL and TAR (Teacher assessment records) to ensure assessments are used to adapt teaching and pupils’ misconceptions are dealt with and intervention is rapid. School marking policy to be reviewed in-line with this. • TA intervention and use of daily afternoon slot for rapid intervention to be embedded • Use SIMs to record summative data • FFT target setting to be used to record targets set • ‘Tapestry’ to be used in Reception class 	•

To ensure units of work and learning sequences have clear skill and knowledge outcomes	AP	On-going	<ul style="list-style-type: none"> Develop clear whole school yearly overviews and rolling programmes for all subjects Knowledge organisers to be developed and to be shared with pupils and parents Medium term plan show WOW days and the teaching of some subjects in chunks 	•
To develop pedagogy which ensures knowledge is 'sticky' enhances curiosity and independence in learning	AP	On-going	<ul style="list-style-type: none"> Increase the ways learning is recorded and reduce the use of worksheets Cultural capital to be gained with the use of high quality vocabulary & literature Opportunities to recall & remember knowledge and apply and reapply skills so well embedded ('Sticky Knowledge') 	•
To ensure high quality opportunities to write across the curriculum.	SS	On-going	<ul style="list-style-type: none"> Where possible, writing to be linked to theme/topic, with extended opportunities to plan, redraft, redraft and edit, include self and peer assessment. Final pieces to be presented in 'Published works' books. Handwriting Ninjas to motivate handwriting across the school. Clear handwriting policy with high quality resources. Somerset Literacy Assessment frameworks to be used to assess writing half-termly. Ensure all classes have writing support displays and resources with key words, topic words, high quality vocabulary and phonics where needed and that children refer to them as part of normal practice. Internal moderation and within CLP to ensure all staff gain confidence in assessing children's work. Exemplar folder to be developed in school. Ensure 'At a glance' literacy coverage sheets are used and updated. 	
To develop an accessible clear system for homework and blended learning	AP	Dec	<ul style="list-style-type: none"> Review homework policy Train teachers in use of Google Classroom and induct pupils and parents into its use 	
To use catch up funding effectively	AP	Dec	<ul style="list-style-type: none"> This will be underpinned by the EEF's 3 tier approach and is in process 	

Priority 4: To improve maths outcomes so that percentages of ARE and GDS are in-line with national expectations

Rationale: Ofsted 2019 stated: 'Pupil's progress in maths has been below the national across a 3 year period. There are significant gaps in knowledge and ability to reason and problem solve'

Intent	Led by	When	Implementation	Notes of progress/impact
			RAG Rated Red- delayed/late starting Blue- not due to be started yet Amber-on track and underway Green- complete	
Develop middle leader role to lead Maths	AP	On-going	<ul style="list-style-type: none"> SL to access resources and training given by Somerset Maths Adviser (Jo Cronin). SL to be supported by maths consultant from NCETM hub (Mastery Readiness Programme with the Boolean Maths Hub). 	•

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			<ul style="list-style-type: none"> HT to support SL with clear joint leadership planning; regular reviews of progress and provision of regular non-contact time for monitoring etc. SL to visit other settings and to work closely with CLP/Maths hub colleagues. SL to gain support from KS2 colleague in maths hub. 	
Ensure changes to timetable increase maths teaching time	AP	Sept 2020	<ul style="list-style-type: none"> Longer daily maths lessons taught across whole school to be sustained and consistent. 	•
Develop consistent systems for securing fluency in key facts and number sense	KK	On-going	<ul style="list-style-type: none"> Check up-to-date Calculation Policy is circulated to all staff and parents. Ensure consistent use of calculation policy across school. Video resources to be produced and posted on our website/via Facebook to promote the consistency of approach to calculations for home learning. Develop efficient procedures for children to learn and practise number facts, recall and practice fluency. The use of Numbots/Timestables Rockstars to be developed further to support and inspire pupils to learn number facts/times tables at home and in school. School to have a clear preparation plan for the Year 4 Multiplication Times Table Check (MTC). Training and mentoring cycle required to embed fluency in planning and lessons. Homework to be reviewed- to focus on fluency. On-going monitoring required. 	•
Embed high quality teaching of maths reasoning and problem solving Support teachers to facilitate high quality learning using Concrete Pictorial Abstract (CPA) methods	KK	On-going	<ul style="list-style-type: none"> Audit resources for concrete aspects of maths. Ensure White Rose units being used effectively. Planning should show increased use of reasoning tasks and skills. Modelling to use CPA methods. Teachers to use manipulatives to enhance understanding. Bar modelling training to be delivered. 	•
Develop children's use of maths vocabulary and comprehension	KK	On-going	<ul style="list-style-type: none"> Clear guidance and training to be given on developing the use of maths vocabulary. Training and mentoring cycle required to embed calculation policy and high level use of vocabulary in planning and lessons. Knowledge organisers to be developed to support this. 	•
Develop children's mental maths skills	KK	On-going	<ul style="list-style-type: none"> Re-launch mental maths. Teachers to use of bank of PowerPoint summarising 8 key methods. 	•
Develop efficient and effective planning, assessment and feedback with workload in mind	KK/AP	On-going	<ul style="list-style-type: none"> Make clear feedback expectations via marking policy and book scrutiny. Learning walks on feedback and marking to be regular. AfL training to be delivered. (Catch up funding: Tier 1?). Develop use of AfL techniques such as self and peer assessment. Monitor use of TARs in providing effective assessment and feedback. 	•
Improve outcomes for High Ability pupils.	KK	On-going	<ul style="list-style-type: none"> Teachers show evidence in planning that they are using resources to challenge high ability pupils. Teachers to use 'Greater Depth' Maths resources as a tool to increase % working at greater depth. Enrichment opportunities for leading learners E.g. Wellington Maths challenge. Through target setting, ensure staff know who HA pupils are. Research further ways to boost progress of our HA children. Conduct HA themed monitoring. 	
Identify pupils who are 'slow movers' and who start to fall behind and intervene quickly to help them to improve their learning.	KK/JW	On-going	<ul style="list-style-type: none"> Subject leader & SENDCo to use PPMs to track progress of different groups an individual causing concern. Subject leader & SENDCo to work with teachers to make necessary adjustments to teaching and interventions. Conduct vulnerable learners themed monitoring. 	

			<ul style="list-style-type: none"> Develop clear tracking of intervention required (Liaise with LT and SENDCo). 	
To sharpen maths intervention delivered by teaching assistants	KK/JW	On-going	<ul style="list-style-type: none"> Training to have been given to 2 TAs and maths SL to be aware of training. TAs enabled to deliver number detectives intervention to target groups 3 times a week. 	
To develop parents' confidence in supporting their children in maths	KK	On-going	<ul style="list-style-type: none"> Develop use of on-line learning platforms for homework and remote learning. Parents to use ideas from knowledge organisers, website, guides for parents, Facebook feeds etc to try new ideas in supporting their children at home. 	
SL to develop knowledge of Maths Teaching for Mastery as part of the NCETM Maths Hub project	KK	On-going 3 year project from Sep 2020	<ul style="list-style-type: none"> SL to attend trainings. Hub leader to visit school and support SL CPD. 	

Priority 5: To improve provision & progress for SEND and vulnerable learners

Rationale: Ofsted July 2019 stated to improve further, 'Ensure leadership of SEND is strong and effective so that pupils with SEND make consistently good progress and the leaders to account for the impact of the PP funding.'

Intent	Led by	When	Implementation	Notes of progress/impact
			RAG Rated Red- delayed/late starting Blue- not due to be started yet Amber-on track and underway Green- complete	
To develop SENDCo in their role & responsibilities	AP/JW	On-going	<ul style="list-style-type: none"> Network Group (District) to be attended to ensure SENDCo up-to-date with SEND forum developments and to keep abreast of new guidance and policies CLP pyramid groups to be attended to access Educational Psychologist device/hours HT to ensure SENDCo has a 'buddy' SENDCo practitioner to liaise with. SENDCo to liaise with/visit another setting to observe good practice. SENDCo to develop tools to track progress, academic and also personal & social (E.g. with Strengths and Weaknesses tool & Well-being Excel Tracker). Utilise termly 'AIM' (SEND monitoring with LA) meetings to inform SEND action planning. 	
Teachers to be supported in their responsibilities for children with special educational needs/disabilities as set out in the Code of Practice	AP/JW	On-going	<ul style="list-style-type: none"> Regular SEND slot in staff meetings. Planned SEND INSET and training throughout the year Clear identification of SEND pupils on SEND register Ensure teachers understand their role in meeting the needs of SEND pupils and high quality first teaching. Regular SENDCo meetings with staff in each class to identify strengths, barriers and progress of pupils. 	

			<ul style="list-style-type: none"> Class folders to contain SEND pupil information; Passports, reports and risk assessments. Termly Assess Plan Do Review meetings to be led by teachers and supported by SENDCo where necessary. 	
Teachers to be supported in their responsibilities for children with vulnerabilities	AP	On-going	<ul style="list-style-type: none"> Staff to be clear about who vulnerable learners are,, their barriers and their provision, including use of PP funding. Further develop PP tracking tool. SENDCo to attend CLA and PEP reviews for Children Looked After Offer 'Structured Conversations' with target vulnerable PP pupils. (Catch up funding: Tier 2?). 	
Maths and English interventions are sharp and focused	JW/SS/KK	On-going	<ul style="list-style-type: none"> Specific interventions are put in place with well trained staff to support pupils with mathematical and literacy difficulties (ILI, Spelling and maths detectives, Talkboost) Interventions are observed and coaching given by SENDCo and Maths/English Subject Leaders. Impact of Interventions monitored carefully by SENDCo and SLs For MA/HA vulnerable learners, track evidence of progress, enrichment and other opportunities Precision teaching implemented to support the personalised learning needs of pupils with SEND (Catch up funding: Tier 2?) 	
Improve levels of attendance for some PP and SEN pupils with persistence absence	AP	On-going	<ul style="list-style-type: none"> Policy review. Attendance action calendar to be developed to track attendance effectively. 	
Review leadership and management structure of leading vulnerable learners. Develop capacity of school to support children and their families	AP	On-going	<ul style="list-style-type: none"> Development of a Safeguarding Team with clear roles and responsibilities for each member Early Help Assessments are completed promptly when the need arises Staff are aware of the benefits of an Early Help Assessments. Regular TAC meetings are maintained and tracked. Regular Safeguarding Team meetings Basic awareness training to be delivered to all staff and governors Prevent training to be given to all staff and governors 	
Ensure the school has a dyslexia friendly teaching environment	JW	On-going	<ul style="list-style-type: none"> Classroom environments are all dyslexia friendly Lesson planning demonstrated dyslexia friendly teaching methods in order for all learners to succeed and fulfil their potential 	

Priority 6: Develop a culture of spirituality to promote learning and develop opportunities for deeper thinking in RE

Rationale: SIAMs report 2017 stated the following areas of development: Promote the school's Christian vision more widely, in a process involving the whole school community, to create a consistent understanding of how biblical principles underpin the school's ethos.; Further enhance the children's knowledge about Christianity and other faiths by developing first hand learning opportunities and experiences; Improve the personal spiritual development of all learners by using the outcomes of monitoring and evaluation by the whole school community to help enrich collective worship.

Intent	Led by	When	Implementation	Notes of progress/impact
			RAG Rated Red- delayed/late starting Blue- not due to be started yet Amber- on track and underway Green- complete	
Deepen vision by developing clear biblical underpinning understood by all	AP and board	By Dec	<ul style="list-style-type: none"> Discussion at board meeting Staff training Link all policies to this vision 	
Introduce 'Understanding Christianity' for RE teaching	FT	On-going	<ul style="list-style-type: none"> RE SL to attend training INSET for staff New units of work to be developed RE to be taught every week 	
Staff training on developing children's spirituality	AP FT	April	<ul style="list-style-type: none"> Develop a definition and shared understanding of spirituality Deliver staff training on spirituality and tools to develop within school Reflection stations to be developed around school Opportunities to develop spirituality linked to curriculum Christian Distinctiveness governor group to support and monitor with regular meetings and visits Concise audit of current evidence of spirituality across the curriculum. Staff and children able to discuss spirituality, linking to 'window, mirror, door' approach 	
Active participation and spirituality to underpin worship	AP	April	<ul style="list-style-type: none"> Develop a shared understanding of 'active participation' and include in updated worship policy Daily worship to include a wide range of active participation opportunities Pupils to evaluate collective worship Christian Distinctiveness governor group to support and monitor with regular meetings and visits 	

Acronyms used in this document

ARE: Age related expectations
 AfL: Assessment for Learning
 BVPT: Behavioural Vulnerability Profile Tool
 CPA: Concrete. Pictorial, abstract
 CDP: Continuing Professional Development
 GDS: Greater depth within the expected standard
 LT: Leadership Team
 INSET: In service training
 IT: Information Technology

SMSC: Spiritual, moral, social and cultural development
 SENDCo: Special Educational Needs & Disability Co-ordinator
 SIAMS: Statutory Inspection of Anglican and Methodist Schools
 TAs: Teaching assistants
 TAC: Team Around the Child Meeting
 TAR: Teacher Assessment Record

KS1: Key Stage One

KS2: Key Stage two

NCTEM : National College for the Excellence of Teaching in Mathematics

PPM: Pupil Progress Meeting

PFSA: Parent Family Support Assistant

RE: Religious Education

SATs: Standard Assessment Tests

SCC: Somerset County Council

SEF: Self Evaluation Form

SEMH: Social Emotional Mental Health

SENDCo (Special Educational Needs and Disabilities Co-ordinator)

SL: Subject Leader