



Longhoughton CE Primary School

School Development Plan 2023 – 24

Key priority areas for improvement during 2023/24

Quality of Education	Curriculum & Assessment	To ensure that subject plans explicitly identify the critical content (key knowledge, skills and vocabulary) that the school wants pupils to remember, then ensure that assessment focuses on this critical content and is used effectively to inform teaching and help pupils to use knowledge fluently.
Quality of Education	Reading & Writing	To ensure that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the writing skills to communicate, giving them the foundations for future learning.
Quality of Education	Maths	To ensure that children are able to apply mathematical knowledge, concepts and procedures appropriately for their age.
Personal Development		To review how the school's wider work enhances the curriculum and supports pupils to be confident, resilient and independent, and to develop strength of character.
Leadership & Management		To ensure that staff and governors receive appropriate support and CPD linked to their role and responsibilities, (e.g. develop subject leadership), in order to maximise their impact on pupil outcomes
<p><i>Behaviour & Attitudes – see Personal Development Action Plan</i> <i>EYFS - see Quality of Education & Personal Development Action Plan</i></p>		

Key Objectives:
Reading & Writing:

To ensure that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the writing skills to communicate, giving them the foundations for future learning.

Success Criteria:

- Half termly RWInc assessments carried out
- Children make progress within their phonics and early reading development (or interventions are put in place to ensure they catch up and gaps do not develop)
- EYFS children are Y1 ready
- Vast majority of Y1 children achieve to Y1 Phonic Check

Action to be taken	Lead Person	Monitoring (Who? and How?)	Planned Outcomes/Milestones for planned Actions		
			By the end of the autumn term	By the end of the spring term	By the end of the summer term
Improve teaching delivery and learning in phonics through the RWInc subscription – use of online resources and CPD	ES	TC Half termly	ES completed RWInc development Day with C. Wood ES & KC to attend Fast Track Tutoring CPD ES to hold regular coaching sessions with RWInc staff Staff to access RWInc portals for coaching videos		
Embed group specific delivery and assessment of Read Write Inc (RWInc) for EYFS and KS1 – use information from assessments to provide interventions to ensure more children complete the phonic check in Y1. (Ofsted)	ES	TC Half termly	ES to carry out half termly assessments and group child according to need. ES to discuss progress with staff and plan interventions as needed	ES to carry out half termly assessments and group child according to need. ES to discuss progress with staff and plan interventions as needed	ES to carry out half termly assessments and group child according to need. ES to discuss progress with staff and plan interventions as needed
Develop the vocabulary of the children – Super Six, VIPERS	LW	ES	LW to plan VIPERS questions to develop vocabulary and comprehension through the Super Six stories End of Autumn assessments to HT Children on track identified Interventions for children not on track	End of Spring assessments to HT Children on track identified Interventions for children not on track	End of EYFS assessments
Increase the number of children achieving the expected level for writing at the end of Reception – RWInc CPD & assessments, Drawing Club	LW	ES	End of Autumn assessments to HT Children on track identified Interventions for children not on track	End of Spring assessments to HT Children on track identified Interventions for children not on track	End of EYFS assessments

Evaluation Evidence

- Half termly RWINc assessments
- RWInc groupings and progression maps
- Intervention records
- CPD record
- RWinc observations/coaching sessions

Longhoughton CE Primary School **ACTION PLAN** ~ **QUALITY OF EDUCATION**Key Objectives:**Maths:**

To ensure that children are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Success Criteria:

- Majority of children working at ARE or GDS
- Interventions planned for children not meet ARE for maths

Action to be taken	Lead Person	Monitoring (Who? and How?)	Planned Outcomes/Milestones for planned Actions		
			By the end of the autumn term	By the end of the spring term	By the end of the summer term
Further develop the use of problem-solving reason – weekly lessons, review the structure of CLIC sessions	RH	All teachers	Teachers to plan weekly problem solving/reasoning sessions (may be part of CLIC session) using WRM resources End of Autumn assessments to HT	Analysis of Autumn assessment Book scrutiny, learning walks End of Spring assessments to HT	Analysis of Spring assessment Book scrutiny, learning walks Summer SIP visit End of Autumn assessments to HT
Further develop mathematical understanding – Mastering the Curriculum, Ten Town	LW	RH	Weekly planning by EYFS teacher Learning walk by RH		
Evaluate the impact of maths intervention for 1stClass@Number in KS1 & S@A in KS2 – investigate alternative interventions where appropriate	RH	KS1/KS2 teachers Governor monitoring visit SIP visit	Research carried out by RH, discussions with Maths Hub/local schools New intervention introduced if appropriate		Review impact of new intervention, data analysis
Maths lead to support the delivery by TAs in CLIC session – bar modelling	RH	TC	RH to discuss needed with teachers and TAs – plan CPD time If appropriate		

Evaluation Evidence

- End of unit maths assessments
- Termly maths assessments
- Intervention plans

- Work scrutiny
- Lesson observations/learning walks

Longhoughton CE Primary School **ACTION PLAN** ~ **QUALITY OF EDUCATION**

Key Objectives:

Curriculum & Assessment:

To ensure that subject plans explicitly identify the critical content (key knowledge, skills and vocabulary) that the school wants pupils to remember, then ensure that assessment focuses on this critical content and is used effectively to inform teaching and help pupils to use knowledge fluently.

Success Criteria:

- Critical content (key knowledge, skills and vocabulary) is explicitly planned and taught
- Assessment show children have gained critical knowledge and can apply this

Action to be taken	Lead Person	Monitoring (Who? and How?)	Planned Outcomes/Milestones for planned Actions		
			By the end of the autumn term	By the end of the spring term	By the end of the summer term
Following a review of the TIPPS writing assessment introduce writing assessment from Checkendon.	ES	All teachers SM time Work scrutiny	Ongoing assessment during Autumn Term Writing data to HT end Autumn Term	SM discussion, work scrutiny Jan 204 Ongoing assessment during Spring Term Writing data to HT end Spring Term	SM discussion, work scrutiny April 204 Ongoing assessment during Summer Term Writing data to HT end Summer Term
Review and develop the systems for assessing and tracking progress in the foundation subjects	TC	All teachers SM time	SM discussion time re assessment processes. Review progression maps and critical content for unit plans	Review half termly assessments for foundation subjects and impact of the assessments on T & L	Review half termly assessments for foundation subjects and impact of the assessments on T & L

Evaluation Evidence

- Termly analysis of attainment and pupil progress and 2024 End of FS, KS1 and KS2 results &
- CPD records and evaluations
- SM Minutes
- Work scrutiny records

Key Objectives:

To review how the school's wider work enhances the curriculum and supports pupils to be confident, resilient and independent, and to develop strength of character.

Success Criteria:

- More educational visits planned and carried out
- KS2 homework projects planned and completed
- Pupils confidence, resilience and independence increases through the delivery of Commando Joes, Clarty Commandoes & Archbishop of York's Young Leader programme

Action to be taken	Lead Person	Monitoring (Who? and How?)	Planned Outcomes/Milestones for planned Actions		
			By the end of the autumn term	By the end of the spring term	By the end of the summer term
For actions linked to improving pupil confidence, resilience and independence see Personal Development action plan					

Evaluation Evidence

- See evidence list in Personal Development Action Plan

Longhoughton CE Primary School **ACTION PLAN ~ PERSONAL DEVELOPMENT**

Key Objectives:

To review how the school's wider work enhances the curriculum and supports pupils to be confident, resilient and independent, and to develop strength of character.

Success Criteria:

- More educational visits planned and carried out
- KS2 homework projects planned and completed
- Pupils confidence, resilience and independence increases through the delivery of Commando Joes, Clarty Commandoes & Archbishop of York's Young Leader programme

Action to be taken	Lead Person	Monitoring (Who? and How?)	Planned Outcomes/Milestones for planned Actions		
			By the end of the autumn term	By the end of the spring term	By the end of the summer term
Research and plan more educational visits linking to areas of learning (post COVID)	TC	All teachers SM time PPA time Planned visit sheets	Ongoing as Teachers plan units of work consider educational visits that are appropriate End of term discuss visits that have been completed and look ahead		
Humanities – further develop homework projects (re-introduced 2022/23 post COVID) – twice a year	RH & ES	Feedback from pupils, parents and staff Photos, website	2 homework projects completed	2 more homework projects completed	
Introduce and develop the Archbishop of York's Young Leader programme (UKS2 2023/24; KS1 2024/25)	TC & RH	TC & RH Committee 2	TC & RH complete CPD Receive resources Plan unit of work using resources and portal	Complete unit of work and planning for community project	Governor visit to discuss unit of work and project with children
Embed Commando Joes into the curriculum; support staff to undertake CPD alongside the coach	RH	RH & LW Ensure timetable is in place Regular checks with NUFC staff & TAs Govs – PE/PSHE monitoring visit	Timetable set Each class to receive Commando Joes across the year	Governor Monitoring visit	Review delivery and budget – extend use of NUFC to deliver if Sports Premium continues? TAs to deliver
Research the feasibility of Clarty Commandoes becoming part of regular learning and development in school (sports Premium money)	RH	RH Govs – PE/PSHE monitoring visit	Contact Clarty Commandoes to discuss SLA Book sessions in (if appropriate)	Clarty Commandoes sessions take place	Clarty Commandoes sessions take place Review impact Rebook if appropriate

Evaluation Evidence:

- SM/TTD Minutes
- Timetables
- Pupil, parent & staff feedback – homework projects, Commando Joes, Clarty Commandoes

- Photographs/website
- Governor Monitoring visits
- HT Reports to Governors

Key Objectives:

To ensure that staff and governors receive appropriate support and CPD linked to their role and responsibilities, (e.g. develop subject leadership), in order to maximise their impact on pupil outcomes

Success Criteria:

- Staff and Governors receive appropriate CPD and support to enable them to carry out their roles.
- All staff and Governors are confident in their roles.
- Subject co-ordinators have time to monitor and evaluate their subjects so actions have an impact on pupil outcomes.

Action to be taken	Lead Person	Monitoring (Who? and How?)	Planned Outcomes/Milestones for planned Actions		
			By the end of the autumn term	By the end of the spring term	By the end of the summer term
Induction of new staff (KS1 teacher, Office Manager, EYFS TA, Acorns morning cover)	TC	JT NT – SCR monitoring visit			
Maths lead to further develop her knowledge of maths across the school – learning walks, book scrutiny <i>Also see Quality of Education Action Plan</i>	RH	RH – action plan, scrutiny learning walks, report to governors SIP – Summer visit Com 2 – Monitoring visit	Maths 2022/23 data analysis Maths learning walks CPD as appropriate	Maths 2022/23 data analysis Maths learning walks CPD as appropriate	Maths 2022/23 data analysis Maths learning walks CPD as appropriate SIP visit
English lead to further develop her knowledge of English across the school – learning walks, book scrutiny <i>Also see Quality of Education Action Plan</i>	ES	ES – action plan, scrutiny learning walks, report to governors SIP – Spring visit Com 2 – Monitoring visit	R & W 2022/23 data analysis RWInc assessments x 2 RWInc data analysis x 2 English learning walks Policy reviews CPD as appropriate	R & W Aut data analysis RWInc assessments x 2 RWInc data analysis x 2 English learning walks CPD as appropriate SIP visit	R & W Spring data analysis RWInc assessments x 2 RWInc data analysis x 2 English learning walks CPD as appropriate
RE, Art & DT – establish new subject lead in these areas	KC	Report to governor	Time to review progression maps and audit resources	RE Learning walk	Work scrutiny Pupil voice Report to governors
Succession planning for governors – chair & vice-chair	TC	Interim & FGB Meeting Minutes	Chair and vice chair appointed		

Induction of new co-opted governor	TC	Interim & FGB Meeting Minutes SCR	New governor induction completed		
Plan HT recruitment (HR support, timescale, Advert, Short listing, Interview, Induction/handover)	TC Governors	Meeting minutes Timescale planned and followed Support from HR & Diocese	HT to make a decision! Meet with HR and discuss timescale	Advertise Shortlist Appoint	Plan handover time
Governor group to research and consider MAT option	TC Governors	Meeting minutes	TC to meet with Pele trust Governors to attend Pele Trust meeting TC to attend DfE meeting Governors discuss next steps	Plan next steps as appropriate	→
Mental health training for some staff	TC	CDP records PSHE Monitoring visit			

Evaluation Evidence:

- Meeting minutes – SM, Governor Interim, FGB Minutes
- Subject scrutiny records
- Subject Reports governors
- SCR
- CPD records
- HT Reports to governors

Longhoughton CE Primary School **ACTION PLAN ~ EARLY YEARS PROVISION**

Key Objectives:

To increase the number of children achieving the expected level of development at the end of Reception.

To ensure the majority of children are Y1 ready by summer 2023

Success Criteria:

- Children in early years gain the early reading skills necessary to access the KS1 curriculum.
- Children in early years gain the early writing skills necessary to access the KS1 curriculum.
- Children in early years gain the early number skills necessary to access the KS1 curriculum.

Action to be taken	Lead Person	Monitoring (Who? and How?)	Planned Outcomes/Milestones for planned Actions		
			By the end of the autumn term	By the end of the spring term	By the end of the summer term
For actions linked to improving reading ~ see Quality of Education action plan					
For actions linked to improving writing ~ see Quality of Education action plan					
For actions linked to improving maths ~ see Quality of Education action plan					
For actions linked to improving confidence, resilience and independence ~ see Personal Development action plan					
<u>Evaluation Evidence</u>					
▪ <i>End of Reception data</i>					

- RWInc half term assessments
- Writing assessment Checkendon sheets
- Ongoing assessments