



Longhoughton CE Primary School

School Development Plan 2022 - 23

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Think, Learn, Love and Play



Our Christian Vision is that - Everyone is welcome.

Everyone who spends time learning and growing at Longhoughton is encouraged to reach their full potential with **courage, compassion and creativity** to make a difference in the future. We are **respectful** of God's world, working together to create a loving and caring **community**.

This is founded in 1 Peter 4:10 - 11 "God has given each of you a gift from his great variety of gifts. Use them well to serve one another."

AIMS AND ETHOS FOR THE SCHOOL

The Christian ethos of the school is reflected primarily in our daily life together; by the way in which we relate with each other, in providing a positive, caring, safe environment where everyone can fulfil their true potential. Whilst recognising and respecting the wide variety of beliefs held by our children and their parents, and their diverse backgrounds, our aim is help the children to form values which will give them a framework to make moral choices throughout their lives, not just during their school years.

We aim to provide a broad, balanced and relevant curriculum, based upon the National Curriculum that will take account of the widely differing skills and abilities of the children in our care, at all their various stages of development.

The aims of the school are:

- To provide a rich and varied experience of learning which is enjoyable, rewarding, builds confidence; helps develop good working habits and incorporates opportunities to reflect.
- To foster attitudes that are based on honesty, trust, forgiveness, tolerance, understanding and respect for others that develop from a sense of self-worth.
- To develop environmentally aware citizens who value and care for the world they live in by promoting conservation and recycling.
- To develop lively, enquiring minds with the ability to question, investigate, solve problems and start to form the personal values that will help them make sense of the world in which they live and form positive social relationships.
- To grow in their own faith and through that come to respect and understand other faiths and other ways of life.
- To give support when children change schools to minimise their natural anxiety.

Our Context (reviewed Autumn 2020)

We are a significantly smaller than average rural, controlled C of E, primary school in North Northumberland.

SIAMs May 2019 - 'Deeply Christian vision and values underpin the work of this school. There are strong links with the local church, St Peter and St Paul and RAF Boulmer. This ensures the caring nature of the school is evident and the impact of mobility on data is understood.

Pupils see themselves as part of a global family and value their ongoing contact with friends who have moved.'

We engage with all stakeholders in the community and are at the heart of the village.

Approximately 60% of our pupils come from service families based at RAF Boulmer. Families stay for an average of two years, which accounts for the high mobility factor. This results in mid-year admissions and issues to settle pupils into a new school and quickly assess their learning needs. Pupils can also leave the school mid-year and this impacts on cohort data and progress. Children who arrive from overseas often have no previous data that will allow a progress measure. Tracking individuals is paramount within school.

Summer 2020 saw a drop-in pupil numbers due to a large Y6 cohort leaving and a smaller Reception cohort starting. With the retirement of a teacher in Summer 2020 and the change in number on roll the decision was made to move from 5 classes to 4. Despite having funding from high service pupil numbers, the school has a very low FSM uptake and pupil premium funding. Due to budget issues the Headteacher currently has a 0.5 FTE teaching commitment. The Y3/4 teacher took early retirement in summer 2022 and a Band 4 TA left for a change of career. Both post were advertised and replacements recruited. All teachers hold a key subject leadership role.

As part of the Alnwick Partnership of schools re-organisation, the age range has changed to primary (September 2016) with the first Year 6 cohort in September 2017. At the same time the school also expanded the age range to include Nursery; so the school is now 3 – 11 years. This has led to further curriculum development. Due to pupil numbers the organisation of classes and curriculum are reviewed on a yearly basis to best meet the needs of the learners.

9% of the current SEND pupils.

Areas for improvement from Inspection, December 2018

Leaders and those responsible for governance should ensure that:

- the teaching of writing improves, by ensuring that pupils are consistently challenged to apply their grammar, punctuation and spelling skills accurately and consistently in their writing
- the teaching of phonics improves so that the proportion of pupils achieving the expected standard by the end of Year 1 increases
- outcomes in mathematics improve by ensuring that more pupils become fluent in the fundamentals of mathematics in key stage 1, so that they can further develop their conceptual understanding, mathematical thinking and use of mathematical reasoning at key stage 2
- persistent absenteeism is reduced

Areas for development from the SIAMS Inspection, May 2019

- Governors to develop further how lesson observations in RE can be formalised to drive improvements.
- Leaders to ensure pupils understanding of the Eucharist is enhanced so that they understand all aspects of Christian worship.
- Leaders to consider and embed the 2017 guidance on Relationships Education in light of 'Valuing All God's Children' before 2020 curriculum changes.

The overall effectiveness is good in all areas

School Structure and Organisation 2022 - 23

Class	Teacher	Number of pupils	Additional support
Nursery/Reception	Louise Whaley	N - 3 R - 14	Ceara Smurthwaite
Year 1/Year 2	Nicola Foy	Y1 – 12 Y2 – 13	Sharon Crosby Alison Read
Year 3/ Year 4	Emma Sheridan	Y3 – 12 Y4 - 15	Sharon Crosby Pauline Parker
Year 5/Year 6	Rebecca Hedley	Y5 – 11 Y6 – 12	Nicola Mossman
Keyboard Tutor (LA)	Claire Barber	Wednesday	
Guitar Tutor (LA)	Dan Lyst	Wednesday	

Staff Responsibilities

Name	Position	Responsibilities
Tracey Critchlow	Headteacher St Patrick Class (Y1/2) 0.2 PPA cover – St Andrew & St David Y5 CLIC & Basic Skills	Safeguarding (Child Protection), SEND, Mental Health, Curriculum, Assessment, Religious Education, ICT (E-Safety), Collective Worship, INSET/CPD
Rebecca Hedley	Teacher FT St Andrew Class (Y5/Y6)	End of Key Stage 2 Assessment, Maths (Assessment), Humanities, PSHE, Liaison for Transition to High School, DSL Deputy
Emma Sheridan	Teacher FT St David Class (Y3/4)	English (Assessment), Science, Singing Worship
Nicola Foy	Teacher FT St Patrick Class (Y1/Y2)	End of Key Stage 1 Assessment English (Assessment), Design & Technology (DT), Art, DSL Deputy
Louise Whaley	Teacher FT St George Class (Nursery/Reception)	Foundation Stage Liaison (Assessment), PE, Music, MFL
Alison Read	Teaching Assistant 25 hrs	TA/SEN Support, PPA cover, RWI, 1 st Class@Number, ELSA
Ceara Smurthwaite	Teaching Assistant 27 hours + Acorns	Nursery (EYFS) TA/SEN Support, PPA cover, Acorns Wrap Around Care
Pauline Parker	Teaching Assistant 27 TA hours	TA/SEN Support, PPA cover, RWI, Talk Boost, Let's Get Cooking Co-ordinator
Nicola Mossman	Teaching Assistant + LTSA hours 22 TA hours	TA/SEN support, PPA cover, Success@Arithmetic, Talisman, RWinc, LTSA
Sharon Crosby	Teaching Assistant + LTSA hours 25.5 TA hours	TA/SEN support, PPA cover, RWinc, Basic Skills, CLIC, Talk Boost, Nurture Sessions, Let's Get Cooking, LTSA
Elaine Hull	Lunchtime supervisor - 5.85 hours	
Irina Popescu	Lunchtime supervisor - 5.85 hours	Acorns Wrap Around Care
Kirsteen Creasey	Secretary – 37 hours	
Lee Scoble	Caretaker – 20 hours	
Karen Hardy	Cleaner – 10 hours	
Carolyn Hinson	Cook – 20 hours	
Rebecca Dodds	Kitchen Assistant – 10 hours	

The School Development Plan (SDP) explained

A high-quality SDP has the following benefits:

- It allows the whole school community to understand the school's vision
- It provides everyone with a clear understanding of the school's goals and how they will be achieved
- It contains timescales for implementation to ensure accountability
- It allows the school to determine how to effectively use resources to meet goals
- It helps the school to budget and determine spending priorities
- It clarifies the key priorities the school believes are the most important to address at this time

We constantly review everything we do based on assessments, observations, feedback and the needs of our pupils. These reviews help us to identify priorities and form the core of our SDP.

We believe it's important to allow everyone the chance to contribute ideas for school improvement. We ask parents, staff and pupils to share their ideas through questionnaires and via class discussions.

Staff members play a key role in determining our priorities and ensuring their success. Staff development forms a large part of our school improvement process, with staff encouraged to undertake training throughout the year, both internally and externally, and INSET days are planned to enhance teaching and learning.

Priorities are aligned to the Ofsted framework, which ensures we focus on the most important priorities for total school improvement.

Once the SDP is agreed, we review it on a termly basis to ensure we are meeting expectations and are on course to deliver our promises.

Abbreviations used throughout the SDP

For brevity, we have used abbreviations throughout the SDP. These are as follows:

HT: Headteacher (HT) - Tracey Critchlow

DSL: Designated Safeguarding Lead (DSL) - Tracey Critchlow

DSL Deputies – Nicola Foy & Rebecca Hedley

SENCO: Special Educational Needs Co-ordinator (SENDCo) - Tracey Critchlow

GB: Governing Body

SL: Subject Co-ordinators:

Rebecca Hedley	RH
Emma Sheridan	ES
Nicola Foy	NF
Louise Whaley	LW

Priority 1: The Quality of Education

Whole school action	Designated lead(s)
Action points from Ofsted (Dec 2018) <ul style="list-style-type: none"> the teaching of writing improves, by ensuring that pupils are consistently challenged to apply their grammar, punctuation and spelling skills accurately and consistently in their writing the teaching of phonics improves so that the proportion of pupils achieving the expected standard by the end of Year 1 increases outcomes in mathematics improve by ensuring that more pupils become fluent in the fundamentals of mathematics in key stage 1, so that they can further develop their conceptual understanding, mathematical thinking and use of mathematical reasoning at key stage 2 	Tracey Critchlow Nicola Foy & Emma Sheridan – English Co-ordinator Rebecca Hedley – Maths Co-ordinator Governors – Strategic Committee
Key priorities	
Maths <ul style="list-style-type: none"> New Maths co-ordinator to establish herself To improve rapid recall of basic number facts; especially rapid recall of multiplication and division facts. Explore the use of Numbots for EYFS/Y1 and introduce if appropriate Improve the quality and effectiveness of questioning and teaching in maths to enable the children to better explain their maths reasoning. To embed the mastery approach in maths Evaluate the impact of maths intervention for 1stClass@Number in KS1 & S@A in KS2 English <ul style="list-style-type: none"> New English co-ordinator to shadow and work with current English co-ordinator in readiness for succession in September 2023 Reading <ul style="list-style-type: none"> To ensure that the quality of Reading provision is effective in improving pupil outcomes throughout school Improve teaching delivery and learning in phonics through the RWINc subscription – use of online resources and CPD Re-establish 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) Writing <ul style="list-style-type: none"> Increase the number of children achieving the expected level for writing at the end of Reception. Curriculum <ul style="list-style-type: none"> Review and develop curriculum statements for all subject areas – intent, implementation & impact Review and develop curriculum progression maps for all subject areas – ensure linked to new EYFS curriculum 	

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
English Establish new English co-ordinator in the role	ES to work with NF – shadow & work with NF to learn about the RWInc assessment processes and other elements of the English role	Supply cover Time	NF	ES	Autumn 2022	Summer 2023
Reading To ensure that the quality of Reading provision is effective in improving pupil outcomes throughout school Improve teaching delivery and learning in phonics through the RWInc subscription – use of online resources and CPD	Subscribe to RWInc online Use RWInc on line for resources Staff to use RWInc online videos for CPD	£2,500	NF & ES	All teaching staff Teacher & TAs	Autumn 2022	Summer 2024
Reading To take part in PALSUK Reading Intervention trail with Y5 cohort	Attend initial training day Deliver 4 weeks training with children Complete 16 weeks of delivery Complete recording work as required Complete observations as required	£100	RH	TC	Autumn 2022	Summer 2023
Writing Increase the number of children achieving the expected level for writing at the end of Reception.	RWInc delivery and interventions ensure children form letters correctly and can hold and write a sentence	Staff Time	NF/LW	CS/PP	Autumn 2022	Summer 2023
Maths Establish new Maths co-ordinator in the role (RH)	Learning Walks Lesson observation Planning scrutiny	Time to visit lessons	RH	Class Teachers	Autumn 2022	Summer 2023

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Maths Develop rapid recall of number bond knowledge in EYFS & Y1.	Explore the use of Numbots for EYFS/Y1 and introduce if appropriate	Annual subscription	RH	LW NF	September 2021	December 2022
Curriculum Review and develop curriculum statements for all subject areas – intent, implementation & impact English, PE, RE, Music	Subject co-ordinators to review/write subject statements for each area of the curriculum in line with the school's curriculum statement (& vision). Statements to be shared and agreed with all teachers the support staff. Publish on school website. Ensure all school work delivers to this statement.	Staff Meeting Time	Curriculum leads	Class Teachers	Sept 2022	Dec 2022
Curriculum Review and develop curriculum progression maps for all subject areas – ensure linked to new EYFS curriculum English, PE, RE, Music	Revise progression maps for all subject areas – adjust planning and delivery as necessary.	Staff Meeting Time	Curriculum leads	Class Teachers	Sept 2022	Dec 2022

Priority 2: Behaviour and Attitudes

Key priorities	
Action points from Ofsted (Dec 2018) <ul style="list-style-type: none"> To reduce persistent absenteeism 	

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To reduce persistent absenteeism	Monitor attendance on a half termly basis	Monitoring time	TC	KG Gina Davison (EWO)	Sept 2022	July 2023
	Meet with EWO to discuss issues	Meeting time				
	Letters home to parents Meet with parents as necessary	Meeting time				

Priority 3: Personal Development

Whole school action	Designated lead(s)
Action points from SIAMS (May 2019) Leaders to consider and embed the 2017 guidance on Relationships Education in light of 'Valuing All God's Children' before 2020 curriculum changes. (SIAMs) Leaders to ensure pupils understanding of the Eucharist is enhanced so that they understand all aspects of Christian worship.	TC, RH, AS Foundation Governors
Key priorities	
<ul style="list-style-type: none"> Review and further develop curriculum plan for RE – new LA Agreed Syllabus Develop the RE curriculum to ensure that the pupils understanding of the Eucharist is enhanced so that they understand all aspects of Christian worship – embed into planning following the introduction in Spring 2022 Review/map the development of Character Education across the school Consider the introduction the Young Leaders' Award to support Character Education 	

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Review and further develop curriculum plans for RE using the new LA Agreed Syllabus	Review plans and units of work using the new LA Agreed Syllabus	Staff Meeting time	TC	Class Teachers	Autumn 2022	Dec 2022
Continue the development of the RE curriculum to ensure that the pupils understanding of the Eucharist is enhanced so that they understand all aspects of Christian worship.	Embed the unit of work for UKS2 that teaches about the importance of the Eucharist in Christian lives today.	Co-ordinator time	TC	Class teachers	Autumn 2022	Dec 2022

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Review/map the development of Character Education across the school	Staff to watch a webinar about Character Education Staff to map current activities/actions/procedures in place to support character education. Staff to discuss developments in this area. Plan as necessary.	Staff Meeting time	TC	Class teachers	Autumn 2022	Jan 2023
Consider the introduction the Young Leaders' Award to support Character Education	Staff to watch a webinar about YLA. Staff to discuss developments in this area. Plan as necessary.	Staff Meeting time	TC	Class teachers	Autumn 2022	July 2023

Priority 4: Leadership and Management

Key priorities						
<ul style="list-style-type: none"> To plan for succession within the Governing Body To re-organise subject co-ordination roles due to changes in staffing To establish new staff in the running of Acorns Wrap Around Care ensuring the continuation of service whilst keeping the wrap around care both relevant and forward looking 						

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To plan for succession within the Governing Body	Governors to discuss and plan the succession of the chair.	Time	All Governors	Governing Body	Oct 2022	Dec 2022
To plan for succession within the Governing Body	Look to fill the current vacancy for a Parent Governor. September – hold Parent Governor election Organise the induction of the new Co-opted RAF Governor	Time	All Governors	Governing Body KC	Oct 2022	Dec 2022
To re-organise subject co-ordination roles due to changes in staffing	Review co-ordination roles. Allocate staff accordingly	Time	TC	Teachers	Sept 2022	Oct 2022
To establish new staff in the running of Acorns Wrap Around Care ensuring the continuation of service whilst keeping the wrap around care both relevant and forward looking	Employ new staff for morning and evening Acorns. Establish rota of staff Establish routines and working patterns for staff, children and parents	Time	TC	Teachers	Sept 2022	July 2023

Priority 5: Early Years Education

Whole school action	Designated lead(s)
Action points from Ofsted <ul style="list-style-type: none"> the teaching of writing improves, by ensuring that pupils are consistently challenged to apply their grammar, punctuation and spelling skills accurately and consistently in their writing the teaching of phonics improves so that the proportion of pupils achieving the expected standard by the end of Year 1 increases outcomes in mathematics improve by ensuring that more pupils become fluent in the fundamentals of mathematics in key stage 1, so that they can further develop their conceptual understanding, mathematical thinking and use of mathematical reasoning at key stage 2 	LW PP
<ul style="list-style-type: none"> Key priorities 	
<ul style="list-style-type: none"> Ensure planning, teaching and learning allows all children to develop fully across all 7 areas of learning Ensure continuous provision is planned for – linked to previous learning, developing concepts, challenge and engagement Develop the outdoor learning environment so that this space can be used to plan and deliver high quality learning to support all aspects of the EYFS curriculum; especially Reading, Writing and Maths Increase the number of children achieving the expected level for writing at the end of Reception. 	

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Writing Increase the number of children achieving the expected level for writing at the end of Reception.	RWInc delivery and interventions ensure children form letters correctly and can hold and write a sentence	Staff time	NF/LW	CS/PP	Autumn 2022	Summer 2023
Environment, provision & resources	Outdoor area – what areas of learning are planned for here? Sensory garden – what areas of learning are planned for here?	Staff time	LW	TC CS	September 2022	July 2023
Develop the outdoor learning environment so that this space can be used to plan and deliver high quality learning to support all	Plan the use of the outdoor space into the EYFS planning on a weekly/daily basis	Staff time	LW	CS	Autumn 2022	ongoing
	Incorporate the use of the sensory garden to enhance outdoor learning					

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
aspects of the EYFS curriculum; especially Reading, Writing and Maths						
Re-visit EYFS section of school website	<p>What improvements need to be made?</p> <p>Does the information correctly portray the Intent, Implementation and impact of the EYFS provision?</p> <p>Can we demonstrate and talk about what it says on the website?</p>	Staff time	LW TC	CS NT	Spring 2023	Spring 2023