



Longhoughton CE Primary School

School Development Plan 2020 - 21

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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 low FSM uptake and pupil premium funding. Due to budget issues the Headteacher currently has a 0.4FTE teaching commitment. 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 area

School Structure and Organisation 2020 - 21

Class	Teacher	Number of pupils	Additional support
Nursery/Reception	Louise Whaley	N - 8 R - 15	Pauline Parker
Year 1/Year 2	Nicola Foy	Y1 – 10 Y2 – 16	Sharon Crosby Alison Read
Year 3/ Year 4	Heather Mortimer	Y3 – 12 Y4 - 14	Sharon Crosby Sarah Harnett
Year 5/Year 6	Rebecca Hedley	Y5 – 19 Y6 – 16	Nicola Mossman Helen Woodhouse
Keyboard Tutor (LA)		Friday am	
Guitar Tutor (LA)		Friday am	

Staff Responsibilities

Name	Position	Responsibilities
Tracey Critchlow	Headteacher St David Class (Y3/4) 0.3	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 Science, Humanities, PSHE, Liaison for Transition to High School
Heather Mortimer	Teacher FT St David Class (Y3/4)	Maths (Assessment), Art, MFL
Nicola Foy	Teacher FT St Patrick Class (Y1/Y2)	End of Key Stage 1 Assessment English (Assessment), Design & Technology (DT)
Louise Whaley	Teacher FT St George Class (Nursery/Reception)	Foundation Stage Liaison (Assessment), PE, Music
Helen Woodhouse	Teaching Assistant 22 hrs	TA/SEN Support, PPA cover, RWI, Success@Arithmetic
Alison Read	Teaching Assistant 25 hrs	TA/SEN Support, PPA cover, 1 st Class@Number, ELSA (Mental Health), RWI
Sarah Harnett	Teaching Assistant 27 hours + Acorns	TA/SEN Support, PPA cover, ELSA /Thrive (Mental Health), RWI, 1 st Class@Number, Acorns, Let's Get Cooking Co-ordinator,
Pauline Parker	Teaching Assistant 27 TA hours + Acorns	Nursery (EYFS), TA/SEN Support, PPA cover, , RWI, Talk Boost, Acorns, Let's Get Cooking Co-ordinator
Nicola Mossman	Teaching Assistant + LTSA hours 22 TA hours	TA/SEN support, Success@Arithmetic, PPA cover, Lunchtime supervisor
Sharon Crosby	Teaching Assistant + LTSA hours 22.5 TA hours	TA/SEN support, PPA cover, Talk Boost, Lunchtime supervisor
Elaine Hull	Lunchtime supervisor - 5.85 hours	
Irina Popescu	Lunchtime supervisor - 5.85 hours	
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

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

GB: Governing Body

SL: Subject Co-ordinators:

Rebecca Hedley	RH
Heather Mortimer	HM
Nicola Foy	NF
Louise Whaley	LW

Priority 1: The Quality of 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 	Tracey Critchlow Nicola Foy – English Co-ordinator Heather Mortimer – Maths Co-ordinator Governors – Strategic Committee
Key priorities	
Maths <ul style="list-style-type: none"> To improve rapid recall of basic number facts; especially rapid recall of multiplication and division facts. 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 Introduce a maths intervention for KS1 (Success@Arithmetic (S@A) is already used in KS2) Reading <ul style="list-style-type: none"> To ensure that the quality of Reading provision is effective in improving pupil outcomes throughout school Continue to deliver and assess 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"> Research and introduce Literature Works Explore strategies to improve the teaching and learning of spellings so the children retain and use this knowledge. 	

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Reading To ensure that the quality of Reading provision is effective in improving pupil outcomes throughout school	Audit early reading resources and procedures for books going home so that reading materials match phonic levels in school as well as developing comprehension and a love for reading.	Co-ordinator time + £5,000 for resources	NF	TC LW	September 2020	July 2021
	Purchase new phonic based book to support home reading.					
	EYFS & KS1 staff revise the structure of reading materials going home and communicate this to staff and parents.					
Maths 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	Key staff to attend half termly TRG sessions through the Maths Hub for Maths Mastery	Supply costs met through the Maths Hub 6 x ½ days for 3 members of staff	HM	TC NF	Sept 2019	July 2021
	Key staff to disseminated as necessary	Staff Meeting Time				
Introduce a maths intervention for KS1 (Success@Arithmetic is already used in KS2)	TA to attend training for 1stClass@Number	£990 (MOD money) 2 ½ days training for TA	HM	AR SH	?	?
	Assess children who may benefit from this intervention				September 2020	July 2021
	Deliver the intervention to group of children and re-assess for impact				September 2020	July 2021

Priority development	Actions	Resources and cost	Personnel		Timescale	
	Assessment outcomes used to identify children who need intervention to narrow the gaps	Daily/weekly sessions	LW AS	TAs	End of intervention	
Writing Research and introduce Literature Works Explore strategies to improve the teaching and learning of spellings so the children retain and use this knowledge.	Information and practise disseminated to staff	Staff Meeting time	NF	Class Teachers	Autumn 2 2020	Autumn 2 2020
	Staff plan and deliver units of working following the Literature Works model.	Staff Meeting Time PPA time	NF	Class Teachers	Jan 2021	July 2021
	Review units of work and outcomes for pupils	Staff Meeting Time	NF	Class Teachers	July 2021	July 2021

Priority 2: Behaviour and Attitudes

Key priorities	
<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 2020	July 2021
	Meet with EWO to discuss issues	Meeting time				
	Meet with parents as necessary	Meeting time				

Priority 3: Personal Development

Whole school action	Designated lead(s)
<p>Leaders to consider and embed the 2017 guidance on Relationships Education in light of 'Valuing All God's Children' before 2020 curriculum changes. (SIAMs)</p> <p>Leaders to ensure pupils understanding of the Eucharist is enhanced so that they understand all aspects of Christian worship.</p>	TC, RH, AS Foundation Governors
Key priorities	
<ul style="list-style-type: none"> Review and develop curriculum plans for PSHE in line with the new statutory guidelines for September 2020 Map the PSHE curriculum across the year groups ensuring coverage is met Develop the RE curriculum to ensure that the pupils understanding of the Eucharist is enhanced so that they understand all aspects of Christian worship. 	

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
<p>Review and develop curriculum plans for PSHE in line with the new statutory guidelines for September 2020</p> <p>Map the PSHE curriculum across the year groups ensuring coverage is met</p>	Review plans and units of work	Staff Meeting time	RH TC	Class Teachers SH/AR	Sept 2020	Sept 2021
Develop the RE curriculum to ensure that the pupils understanding of the Eucharist is enhanced so that they understand all aspects of Christian worship.	Revise the RE planning for Easter to ensure that there is a clear progression of the teaching of the importance of the Eucharist	Co-ordinator time	TC	Class teachers	Jan 2021	Feb 2021
	Plan a unit of work for UKS2 that teaches about the importance of the Eucharist in Christina lives today.	Co-ordinator time	TC	Class teachers	Jan 2021	Feb 2021

Priority 4: Leadership and Management

Key priorities						
<ul style="list-style-type: none"> To plan for succession within the Governing Body Contingency planning for COVID19 eventualities 						

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To plan for succession within the Governing Body	Induction for 3 a new Governors – Ex-officio, Foundation & Co-opted	None	TC		Sept 2020	Sept 2020
	Look to fill the current vacancy for a Co-opted Governor	Time	All Governors	Governing Body	Sept 2020	Dec 2020
Create contingency plans for staff absences	Teachers to store planning on server so it can be accessed if staff unable to attend school Systems in place in case TC is absent	Time	TC	Teachers	September 2020	October 2020
Create contingency plans (remote learning) for all year groups	Teachers to plan a 2 week unit of work – Daily English & Maths + another lesson ready for if a bubble has to isolate 1 pack ready to be copies and resources ready to send home, arrange for collection, deliver to houses, put on the web	Staff Meeting time	TC	Teachers	September 2020	October 2020

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"> Introduce the new EYFS Baseline 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 	

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To ensure that the school is ready to deliver the revised Early Years Foundation Stage (EYFS) statutory framework in September 2021.	EYFS staff & TC to attend CPD to develop thorough understanding of revised Early Years Foundation Stage (EYFS) statutory framework in September 2021.	CPD costs CPD time – most will be virtual at this time.	LW TC	NF	September 2020	July 2021
	EYFS staff & TC to audit the current EYFS provision (indoors and out) and plan necessary changes to meet the changes of the revised Early Years Foundation Stage (EYFS) statutory framework in September 2021 without losing the provision that enables children to be KS1 ready.		TC LW	Jo Warner from the Diocese	Summer 2021	July 2021
	EYFS staff and TC to work with KS1 lead to ensure that EYFS provision enables children to be	Staff Meeting time	LW	NF	September 2020	July 2021

Priority developments	Actions	Resources and cost	Personnel		Timescale	
	KS1 ready.					
	EYFS teacher to adjust planning and provision to meet the needs of the children within the Early Years Foundation Stage (EYFS) statutory framework in September 2021 and still ensuring the children are KS1 ready by the end of EYFS.	PPA time	LW	TC	September 2020	July 2021
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	Plan the use of the outdoor space into the EYFS planning on a weekly/daily basis		LW	PP	Autumn 2020	ongoing
	Incorporate the use of the sensory garden to enhance outdoor learning		LW	PP	Autumn 2020	ongoing