

Horsell C of E Junior School

School Development Plan

2021 – 2022: Building our future together



At Horsell C of E Junior School we believe that we are all **‘made in the image of God’**. Through a commitment to **Christian values** and **high academic aspirations**, we strive to provide a **rich and inclusive education** for every member of our school **family**.

Horsell C of E Junior School SDP 2020 – 2021: Re-building our future

‘For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others’ Romans 12 4-5



SDP objective #1: To prioritise the mental health of all members of the school community

Rationale:

The pandemic has had an impact on the mental health of all members of our school community. We believe that our children will not learn effectively until they are settled and emotionally ready to engage in the classroom.

Rag Rating

Autumn :

Spring :

Summer

Objective #1	Responsibility	Monitoring	Resources/Cost Centre	Timescale	Success Criteria
Implement the OPAL play project	HT, JP, AC	Opal Committee/OPAL mentor Governing Body	Sports Premium £5000 PTA fundraising	Sept 21 – Sept 23	<ul style="list-style-type: none"> ✓ Decrease in playtime behaviour incidents (data analysis in December, April, July) ✓ Pupil, parents and staff’s attitudes to play to improve (data analysis from OPAL questionnaire) ✓ More of the school site to be used for play ✓ Evidence of a wider variety of play (dark play, symbolic play) during

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					lunchtime observations (see OPAL audit tool)
Implement a new Behaviour policy, which reflects the school values and incorporates restorative justice approaches	DH	HT		Sept 21 – Sept 22	<ul style="list-style-type: none"> ✓ Decrease in behaviour incidents on CPOMS (data analysis in December, April , July) ✓ All children understand and comply with the mantra, ‘ready, respectful, safe’. All staff use this vocabulary. ✓ Staff are confident with using the restorative justice approach (evidenced through observations and QA cycle)
Reintroduce additional responsibilities to children in year 6, to foster a sense of family and community	AH (NP)	HT		Sept 21 – Sept 22	<ul style="list-style-type: none"> ✓ Decrease in behaviour incidents in Year 6 in comparison to 2020 – 2021 ✓ Assembly Ambassadors, House Captains, Prefects etc., have a high profile in the school and all members of the school community know who they are

SDP #2: To accelerate the progress of vulnerable groups in the school

Rationale
 Our vulnerable children have been the most severely affected by the pandemic. We need to ensure that our pupil premium funding is used to maximise pupil outcomes.

RAG rating
 Autumn
 Spring
 Summer

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Objective #2	Responsibility	Monitoring	Resources/cost centre	Timescale	Success Criteria
Use of pupil premium funding is carefully tracked, monitored and evaluated for effectiveness	AH	HT Q of E committee	Pupil premium funding	Sept 2021 – Sept 2022	<ul style="list-style-type: none"> ✓ Pupil premium pupils make accelerated progress from initial starting points ✓ Pupils in receipt of specific interventions make accelerated progress
Provision mapping used to track and evaluate SEN funding and interventions	AH	HT Q of E committee		Sept 2021 – Sept 2022	<ul style="list-style-type: none"> ✓ SEN pupils make progress from their initial starting points
Weekly homework clubs enable vulnerable children to develop independent study skills	Heads of Year	AH		Sept 2021 – Sept 2022	<ul style="list-style-type: none"> ✓ Vulnerable children complete their homework in line with their peers
Class teachers are confident to adapt their practice (differentiation) to ensure all pupils succeed in lessons	Class teachers	AH		Sept 2021 – Sept 2022	<ul style="list-style-type: none"> ✓ Appropriate scaffolds and equipment are in evidence during lesson observations and learning walks (evidenced on Blue sky)
Vulnerable pupils are not inhibited by a lack of equipment/resources	Heads of Year	AH	Year group budgets £100	Sept 2021 – Sept 2022	<ul style="list-style-type: none"> ✓ All classes have additional pens, rulers, etc. so that children with a lack of resources are able to present their work correctly.

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					✓ During book looks, the work of vulnerable children should be of the same standard of presentation as their peers
<p><i>SDP #3 To improve the standard of teaching and learning across the school, so that all teaching is rated at least ‘expected standard’</i></p>					
<p>Teachers need more time to embed CPD on Rosenshine principles undertaken during 2020 – 2021. Teachers need specific feedback and professional dialogue about their teaching so that they know what to do to develop further.</p> <p><u>Rag rating</u> Autumn Spring Summer</p>					
SDP objective #3	Responsibility	Monitoring	Cost centre/resources	Timescale	Success criteria
Effective modelling and scaffolding is used in all lessons	Class teachers	DH			✓ . 100% of lesson observations rate modelling and scaffolding as meeting expected standard.
Mini quizzes used in all foundation subjects	Class teachers	Subject leads			✓ Mini quizzes used at least twice a half term in all foundation subjects, science and RE, evidenced in book looks
Teachers use a range of questioning techniques in lessons, as set out in the school’s T and L policy	Class teachers	DH			✓ 100% of lesson observations rate teacher questioning as meeting expected standard.
Teachers are clear about their strengths and areas for	DH	HT	Cost of Blue sky		✓ Lesson observation cycle rates 100% of teaching as ‘meeting expected standard’

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development through the school's quality assurance timetable					<ul style="list-style-type: none"> ✓ 100% of teachers' Blue sky portfolios shows evidence of teacher reflections on CPD
Subject leaders have sufficient time to lead, monitor and develop their subjects Heads of Year have sufficient time to lead and develop their teams	DH	Q of E group	Cost of HLTA cover		<ul style="list-style-type: none"> ✓ Subject leaders have 0.5 day release time at least two times every half term ✓ Pupil voice is conducted for every subject at least twice a year ✓ Skills progression documents are in evidence in all subjects ✓ Subject reports show fully costed funding bids ✓ Heads of Year have at timetabled release time
Scholarpack used for summative and formative assessment for all subjects	DH	HT	Annual cost of scholar pack		<ul style="list-style-type: none"> ✓ Subject leads can use data to track progress in their subjects
Pupil performance in Year 6 SATS shows accelerated progress from Year 5 assessments	DH	HT	Cost of assessment papers		<ul style="list-style-type: none"> ✓ Reading SATS result 85% ✓ Maths SATS result 85% ✓ Writing SAT results 85% ✓ SPAG SATS results 80%

SDP #4 To raise attainment in writing across the school

Pupils' progress in writing has been adversely affected by the pandemic.

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SDP objective #4	Responsibility	Monitoring	Resources/Cost Centre	Timescale	Success Criteria
To implement the Jane Considine approach to teaching writing	KC and DH	HT	Cost of training materials	Sept 2021 – Sept 2020	✓ Jane Considine planning used in at least 70% of writing units
Writing skills progression maps are used for formative and summative assessment	KC and DH	HT		Sept 2021 – Sept 2020	<ul style="list-style-type: none"> ✓ 80% of children in each year group achieve expected or above in writing by the end of the academic year ✓ Book looks show the use of progression maps by teachers and children
All year groups participate in writing moderation activities	KC	DH			✓ Each year group participates in a writing moderation activity at least once a term

SDP Objective #5: To ensure the governing body provides strategic leadership, support and challenge to the senior leadership team

Rationale/background

The pandemic has led to an inevitable disconnect between the SLT and governing body, and the flat structure provided insufficient time for governors to provide support and challenge to the school. The new committee structure, which will commence in September 2021, should provide more time for Governors to understand the risks, challenges and opportunities facing the school.

SDP objective #5	Responsibility	Monitoring	Resources/cost centre	Timescales	Success Criteria
To implement the new governance structure	Chair of Governors	FGB	Cost of clerk and GVO	Sept 2021 – Sept 2022	<ul style="list-style-type: none"> FGB and committee minutes evidence challenge and support All governors visit the school (either virtually or in person) at least twice a term

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For the head teacher to explore different options for closer collaboration with other schools	HT	FGB			Govenors to be fully appraised of future strategic options for school-to- school collaboration
To review the SIAMS SEF and provide strategic challenge	Christian distinctiveness Governors	FGB			School to achieve good grading from SIAMS