

# Horsell C of E (VA) Junior School

## School Development Plan

2023 – 2024: 'foundation on the rock' Matthew 7:24

Building for excellence



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**.

	SLT Lead	Reviewed by	Governors' responsible
School Priority One			
For all subjects to be led effectively across the school	Victoria Brinicombe	Celia Wand	Quality of Education
School Priority Two			
For all children on the SEN register to receive education that is appropriate to their needs	Duncan Stevenson	Celia Wand	Quality of Education
School Priority Three			
To develop the spiritual life of the school	Celia Wand	Anne Smith	Governing Body

## School Priority One: Subject Leadership

Problem (why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes How well?	Final outcomes And So?
<p><b>Teachers</b> There is a range of competence and expertise in subject leadership</p> <p>Teachers do not use monitoring and assessment data effectively enough to triangulate evidence and raise standards or identify development issues across their subject.</p> <p><b>Leadership</b> Leadership of some subjects is 'top down' leading to a lack of ownership for some members of staff</p> <p><b>Pupils</b> Pupil books and work across curriculum shows some inconsistency of expectations between subjects</p>	<p><b>Active ingredient 1</b> Improve confidence of teachers through the use of external trainers to develop staff understanding of subject 'intent', 'implementation' and 'impact'</p> <p><b>Active ingredient 2</b> Improve subject leadership through detailed QA and CPD programme</p> <p><b>Active ingredient 3</b> Staff trained in pupil book study to improve triangulation of practice</p> <p><b>Active ingredient 4</b> Teachers have a day a term teaching in a different year group to get an overview of what is happening across the school</p> <p><b>Active ingredient 5</b> Teachers in each year group plan the same subject across the whole year to allow for consistency throughout the year.</p>	<p><b>Training</b> Consistent, iterative training over 2 terms consisting of: 1x 0.5 inset day (SAFE consultant) 1 x 1 full coaching day (Ofsted inspector)</p> <p>Minimum of 6 CPD sessions per term dedicated to subject leadership</p> <p>Pupil book study training (Spring/Summer term)</p> <p>Subject release time for staff to observe teaching of their subject across the school</p> <p><b>Monitoring</b> Periodic SLT monitoring of planning and subject reports</p> <p>Built into monitoring calendar and SLT standards meetings</p> <p>Monitoring visits from governors</p> <p>Part of appraisal cycle and performance management</p>	<p><b>Short term (3 months)</b></p> <p><b>Fidelity</b> Teachers can articulate their subject intent and link to the schools' curriculum intent Teachers understand the development of knowledge and skills in their subject across KS2.</p> <p><b>Acceptability</b> Majority of teachers have growing confidence when speaking to external visitors about their subject intent.</p> <p><b>Reach</b> All teachers understand what their subject intent is and how it fits with the school's vision.</p>	<p><b>Short term</b> Increased confidence across all teachers in their role as leaders.</p> <p>Increased ownership of strengths and weakness of the curriculum by all staff.</p>
			<p><b>Medium Term (6 months)</b></p> <p><b>Fidelity</b> By end of term 2, all teachers can use book looks, planning and assessment data to make judgements about their subject. By term 2, all teachers are able to develop and implement a subject specific action plan.</p> <p><b>Reach</b> All staff can articulate the strengths and areas of development for their subject.</p> <p><b>Long term (12 months)</b> Teachers use pupil book study programme to triangulate practice and quality assure the curriculum, leading to sustainable change.</p>	<p>Teachers can identify changes that are needed and implement these.</p> <p>Teacher knowledge of their subject leads to a consistent cycle of review and improve, where pupils' experience of learning is placed at the centre of decision making. Curriculum intent, implementation and impact are consistent across all subjects.</p>

Priority Two: Provision for pupils with SEND

Problem (why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes How well?	Final outcomes And So?
<p><b>Teachers</b> Differentiation and scaffolding for pupils with additional needs is, whilst improving, still inconsistent across the school..</p> <p>There is a variety of expertise and experience amongst support staff.</p> <p><b>Leadership</b> There has been insufficient leadership capacity which has led to insufficient monitoring, support and strategic planning for pupils on the SEN register</p> <p><b>Pupils</b> Some pupils are working significantly behind their peers and require more targeted support.</p> <p><b>Parents</b> Some parents feel that their child is not receiving the appropriate level of support. There is an increasing number of parents paying for private diagnosis for their children.</p>	<p><b>Active ingredient 1</b> Intervention teacher to establish additional learning environment and plan an appropriately differentiated curriculum.</p> <p><b>Active ingredient 2</b> Assistant Head and Inclusion teacher to implement therapeutic timetable for pupils with emotional and social needs.</p> <p><b>Active ingredient 3</b> Weekly SEND surgeries for parents of children with additional needs</p> <p><b>Active ingredient 4</b> Assistant Head to use Surrey's 'Ordinarily available provision' document to evaluate current provision and drive change in the classroom.</p>	<p><b>Training</b> Weekly training for support staff led by Inclusion teacher and Assistant Head. Positive touch training for support staff (inset day) Colourful semantics training for Inclusion teacher. (Training needs to be reviewed once new staff are in post)</p> <p><b>Monitoring</b> Weekly lesson drops in from AH. Weekly item on SLT standards meetings Training needs reviewed throughout this year.</p> <p>Part of performance management and appraisal process.</p>	<p><b>Short term (3 months)</b> <b>Fidelity</b> Relevant pupils with EHCP and/or pupils with significant SEN have teaching time in Apple class. All staff working with children on the SEN register are aware of their learning plan and are implementing their targets.</p> <p><b>Acceptability</b> The majority of lesson plans demonstrate appropriate scaffolding and support for children with additional needs.</p> <p><b>Reach</b> All staff are confident to discuss pupil targets and what they need to achieve.</p> <p><b>Medium term (6 months)</b> <b>Fidelity</b> All staff working in Apple class have the skill to work with the range of needs in the classroom.</p> <p><b>Reach</b> All classrooms demonstrate appropriate additional resources (e.g. chromebooks, coloured paper, etc) for pupils' needs</p> <p><b>Long term (12 months)</b> All staff can plan for pupils with a variety of needs in their classroom, and effectively deliver strategies outlined in Surrey's 'Ordinarily available provision' document. Parent surveys show increased satisfaction with SEN provision in comparison to 2022 – 2023.</p>	<p><b>Short term</b> Behaviour incidents show a decrease over the term. Reduction in 'off task' time of key children observed.</p> <p>Staff are more aware of pupils' needs and are therefore able to provide appropriate support.</p> <p><b>Medium term</b> Pupils with a variety of needs are able to access all aspects of the curriculum.</p> <p><b>Long term</b> Increased academic progress of SEND pupils in comparison to 2022 – 2023. Decrease in behaviour incidents and fixed term suspensions in comparison to 2022 – 2023.</p>

### **Priority Three: To develop the spiritual life of the school**

<b>Problem (Why?)</b>	<b>Intervention Description (What?)</b>	<b>Implementation Activities (How?)</b>	<b>Implementation Outcomes (How well?)</b>	<b>Final outcomes (And So?)</b>
<p><b>Teachers</b> There are many pressures on teaching time, and developing pupils' spirituality can be seen as something separate from the day to day life of the school.</p> <p><b>Leadership</b> Collective worship and SIAMS preparation are currently led by the Headteacher, leading to a 'top down' approach.</p> <p><b>Pupil</b> Pupils cannot articulate what they mean by spirituality. In surveys, some pupils feel that collective worship does not address issues in the wider world enough.</p> <p><b>Parents</b> The majority of our parents do not choose Horsell C of E Junior School because it is a church school and can be uncomfortable with explicitly Christian vocabulary. It is important</p>	<p><b>Active ingredient 1</b> To use the windows, mirrors, doors approach when planning spiritual activities.</p> <p><b>Active ingredient 2</b> To develop a 'Dove Award' to ensure all children have a variety of spiritual experiences during their time at Junior School.</p> <p><b>Active ingredient 3</b> Develop pupil awareness of the wider world, and how they can be courageous advocates for change, through the Global Neighbours scheme.</p> <p><b>Active ingredient 4</b> To include more pupil participation in Collective Worship.</p>	<p><b>Training</b> Staff CPD on spirituality Staff CPD on global neighbours' scheme</p> <p><b>Monitoring</b> Pupil voice Christian distinctiveness governor SLT standards committee School Council</p>	<p><b>Short term (3 months)</b></p> <p><b>Fidelity</b> Dove Award criteria established and shared with the school community Global Neighbours self-evaluation form completed and training completed Collective Worship timetable includes global neighbours' themes. Assembly Ambassadors lead at least one collective worship a month.</p> <p><b>Acceptability</b> All children have increased awareness of events happening around the world All staff have agreed on key 'windows' experiences for all Horsell Junior children (Dove Award).</p> <p><b>Medium term (6 months)</b> Global Neighbours self-evaluation form reviewed and actions agreed Children have commenced Dove Awards Increasing numbers of children contribute to Collective Worship.</p> <p><b>Long term (12 months)</b> Global neighbours' accreditation form submitted All children have completed their Dove Award and received recognition as part of an award ceremony. Staff and pupils are able to explain how experiences at school have given them a sense of greater meaning and purpose.</p>	<p>Pupils are able to articulate how their time at school gives them time to reflect on wider issues through asking questions, looking out at the world, and being able to act and respond to issues that they are passionate about.</p> <p>The school passes its SIAMS inspection.</p>

that they do not see  
'spirituality' as exclusively  
Christian.

Children enjoy all different types of Collective  
Worship, evidenced in pupil surveys.