

School Development Plan 2021 – 2022

Timeline	Date	Contextual Information	School Total	Information
Planning	Oct 2021	Eligible for Free School Meals	24.2%	Increase every year for past 5 years
Reviewing	February 2022	Children in Need	0	
Reviewing	June 2022	Looked After Children	1	
		English as an Additional Language	40.8%	19 different languages spoken as first language

Christchurch V.A. C in W Primary School

		Special Educational Needs	18.5%	
		School Action Plus	9	
		Statement	2	ASD/Global Learning Delay
		Average Class Size	19.4	Most pupils taught in groups of 10-14 pupils

Strategic Overview 2021-2022

Workforce Planning: number of fte TEACHERS

7

Grant Finance 2021-2022 - Funding per pupil £3562 ranked 36 out of 79 schools		
Source of Funding	Purpose	Sum
Education Improvement Grant	2x level 3 TAs Foundation Phase 32.5 hrs Improved independent learning in Foundation Phase 1x level 4 TA Foundation Phase Increase in opportunities for outdoor learning 1x 7.5 hrs Admin - 1 x level 2 TA Foundation Phase 32.5 hrs Enhanced Literacy and Numeracy across the curriculum	£55, 569
Pupil Deprivation Grant (PDG Action Plan available on school website)	• Reading support 1-1 Yr1 – Yr6 • Maths 1-1 support 2.5 hrs per week KSt2 • General support for independent learning in FP • Intervention support for Key Stage 2 • Emotional support throughout the school	£42, 550
MEGRT	• Two bilingual teaching assistants 6 hrs each	£19, 333

School and Governing Body appraisal of the progress with 2020/2021 priorities

Six Essential Targets 2020-21 REVIEW	Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
Priority 1 Target- Assessment- Assessing the New Curriculum with a focus on barriers to learning.				

- ADDs October 5th- Assessment part 1.
- Staff trained on the guidelines for assessment in the New Curriculum
- Discussed progression, using examples from the New Curriculum.
- All teaching staff observed and wrote individual assessments using a progression step from their own area of learning.
- Staff reviewed assessment trial, identifying what went well and identifying misconceptions.
- INSET Nov 2nd- A closer look at what progression looks like in the classroom. All teachers examined 2 progression steps within one What Matters statement, making links to what progression could look like in relation to a classroom activity
- Staff trained on the guidelines for assessment in the New Curriculum.
- Portfolio of examples started.
- Staff reflected on the processes carried out throughout the year, what we learnt, where do we go next?
- Nest steps... Sept 21- staff to look at principles of progression across all AOLE's and trial group assessment sheets.

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Priority 2: ALN Code of Practice- Preparations for September 2021

- All ALNET courses attended by ALNCo and Headteacher
- Information shared with all staff, all staff aware of the ALNET changes.
- All teaching staff trained with One Page profiles. One Page profiles created for all pupils with ALN, Year 2 and Reception for effective transition.
- Completed school readiness survey and shared with SMT and ALN Performance Specialist.
- ALN section has been added to the school website. This allows use to share information with pupils and parents. <https://www.christchurchpri.co.uk/additional-learning-needs-aln/>
- Continued to support pupils and parents with transition to secondary schools.

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- Identified staff to become an ALN team. - Governors updated on ALN reform in Christchurch				
Priority 3 'Back to Basics' Numeracy				
- BACK TO BASICS (Planning) completed for Summer Term. - MyMaths has been introduced into the Foundation phase – Time used to train Foundation Numeracy teacher - TTRockStars has also been introduced into KS2 and Foundation Phase. Competition during the Summer term. Lots of involvement and excitement around timestables. - National Test data has been collected. Really pleasing results - (Average – between 85 – 115 Standardised Score) - Year 2 – 86% (95% below 100St Score) - Year 3 – 89%. (17% above average) - Year 4 – 72%. (22% above average) - Year 5 – 94% (27% above average) - Year 6 – 77%. (36% above average) - NPEP research completed and submitted to WG.	✱			

Priority 4: 'Back to Basics' Literacy

- Return to school assessment complete to analyse any gaps that have occurred during lockdown 3 (spring term) Pupils discussed worries and ways forward.
- Pupils were re-tested to determine spelling age/ groups. Pupils that needed to change groups did so.
- In order to build on work achieved during distanced learning and utilise the new ICT skills, EPIC challenges have been delivered via video link and the work sent to the Literacy teacher. Work is always set to consolidate previously learned skills.
- Pupils have taken part in two whole school Writers Workshop days in the summer term of 2021 focusing on the genre of discussion and narrative. Excellent examples of extended writing collected for a whole school display in the autumn term.
- Reading results from the June National Test have been analysed , however, this needs to be investigated further as the feedback is not as informative as we would have liked. Review findings to feed into Autumn 2021 planning and priorities for Literacy for all learners in both Foundation Phase and Key Stage 2.
- School reports have been written ready for distribution at the end of the summer term.
- Literacy lead and Headteacher undertook a reading review with pupils from Reception to Year 6. Pleasing results, many had made good progress, even through the disruption of the academic year.
- Excellent evidence using the 'Punctuation Power Hour' on a Monday, throughout KS2. Differentiated to meet the needs of all learners. This has been shared with both FP and KS2 staff.
- Display has been created in the Literacy classroom incorporating the 'Learning Continuum for Punctuation'.
- Pupils have been involved in their own assessments and have developed a better understanding of their next steps in learning/barriers to learning.
- Pupils' oracy skills have been developed through the topic and genre of discussion. Pupils have developed their debating skills. Pupils have also orally presented their ideas to the headteacher

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about how to improve their KS2 corridor area. This has increased levels of confidence with different audiences.				
Priority 5: Well-being of both staff and pupils				
- Staff litter pick on the beach (timetabled for last week) - Weekly yoga/ fitness sessions offered - JSN training on Health RSE - Appreciation station set up in staff room with positive activities and support contacts - All pupils and staff painted a Happiness/friendship stone with Child's Rights Team –Kindness rock path will be made - Pupils involved in self evaluation for SDP – Reflectors with Agents of change - Appreciation station set up in KS2 corridor - Kindness interactive wall where all staff and pupils carry out secret missions of kindness. - Weekly Friday assembly celebrating and positivity - Pupils picked a mentor - All children take part in mindfulness sessions - Year 2 BAME project – respecting and celebrating diversity		*		
Priority 6: Planning Year B of the New Curriculum and moderating Year A.				

- ADDs-Sept 7th - Looked at Year A planning for Autumn, Spring, Summer. Identified What Matters that are covered frequently and any missing gaps. - Staff looked at the missing gaps for their Area of Learning and suggested possible activities to cover the skills. - Skills added to Year A planning. - INSET November 2nd- All staff worked on their Area of Learning. Each teacher identified one What Matter's statement and identified what would need to be taught (the child's journey), from Nurs-Year 6 to enable pupils to progress from progression statement 1 through to progression step 3 or 4. - Staff looked closely at the progression steps and completed an activity looking at one what matters for each area of learning and completing an activity showing what this would look like in their lesson and how they can move the child onto the next step. - INSET December 18th- All staff planned for Year B Spring term. Connecting topic activities to What Matter statements in all Areas of Learning. - INSET March 26th- All staff plan for Year B Spring term. Connecting topic activities to What Matter statements in all Areas of Learning. - INSET July 16th- All staff plan for Year C Autumn term. Connecting topic activities to What Matter statements in all Areas of Learning. - Moderating learning from September –June 2021 - Devise a recovery planning for learning to incorporate in planning for 2021-2022	✱			
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Three-Year Priorities 2021 – 2024

	Leadership	Learning and Teaching	Curriculum	Well-being, Equity and Inclusion
Pupil Voice Sept 21- Things that are good.				
Pupil Voice Sept 21- Things that we could improve				
Parent Voice Staff Voice (SV) Sept 21 – Things that are good.	Community feel Safe environment	Teachers are excellent	Outdoor learning	Support for pupils School values Friendly
Parent Voice Staff Voice (SV) Sept 21- Things that we could improve	Leaking toilets Stricter bullying policy More warning for resources. Update website calendar.	Explain to parents why they are learning certain things.	Read more than once a week. After school clubs to start back. More trips after covid Teach modern languages	Greater understanding of needs/challenges

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2021- 2022 (high level priorities)	Pilot good practice for governing bodies, working with the LA AoLE leads attend New Curriculum training	Sensory processing and early movement in Foundation Phase Relationships and Sexuality Education Developing Religious Education	Continue planning Year c of the Curriculum for Christchurch Continue working on progression and assessment with the New Curriculum	Inclusive Classrooms- Universal Provision Transferring ALN procedures Raising the achievement of Disadvantaged Youth (RADY)
2022 - 2023 (high level priorities)			How effective is assessment? Is it appropriate to raising standards with the new curriculum? Rolling in new strands of the New Welsh Curriculum	Impact of ALN bill in school. Review the coverage of RSE in school and the progression from nursery up to year 6.
2023-2024 (high level priorities)			Review of teaching the New Curriculum including coverage and the 4 purposes. Where to next? How well do staff identify and address barriers to learning? How well do we understand progression and moving a child from one progression step to the next?	ALN Bill review of practice. Are families accessing Early Help Hubs when needed? How well is 'My Concern' running in school and supporting child protection

Six Essential Targets 2021-2022

SDP Focus and Expected Outcome		Who?	Milestone 1 Sept 21- Feb 22	Milestone 2 Feb 22- July 22	RADY Raising the Achievement of Disadvantaged Youngsters- GOLDEN THREAD	Prof. Dev. needs, cost resources
1	Target- Sensory processing and early movement in Foundation Phase Expected Outcome- Foundation Phase staff develop a better understanding of how to develop sensory processing and early movement and the impact on a child's development.	SJH JSN RT LTH	Four members of staff to attend accredited course. Audit resources that promote fine and gross motor skills. Assess learners to create a baseline and get consent from parents. Plan and deliver 6 sessions over 3 weeks to develop early movement from Nursery up to Year 2.	Four trained members of staff to deliver training staff for remaining FP staff. Activities to be included in weekly planning. Learners monitored and progress assessed Feedback to Curriculum Governors.	Do FSM learners start with a lower baseline? What pre school experiences have FSM pupils had? Can we address the gap? How? Do FSM learners access sports facilities/clubs? Use baseline to assess and discuss equity for FSM learners. Consider an FSM focus group.	4 Days training with the university £1400 Half day to complete reflective journals £350 SJH/LTH to report back to Governors

	Learners have opportunity to develop sensory processing and early movement skills.		Read articles provided by the university to gain a better knowledge and understanding of sensory processing and early movement in FP. Write a reflective journal following the 6 practical sessions. Plan an assessment activity to deliver as part of course accreditation.			
2	Target- Inclusive Classrooms- Universal Provision Expected Outcome- The needs of all learners are catered for in every classroom and staff have increased awareness of universal provision in teaching and learning.	MH HMD	Staff to read the universal provision document provided by the Local Authority. Staff to consider each strand, discussing the content and personalising for Christchurch. Audit resources and training needs Lesson observations to incorporate a focus on universal provision. ALNCo to meet with all staff to discuss individual learner needs, focusing on universal provision for Years 5, 3, 1 and Nursery.	Implementation of universal provision- review progress. Devise a plan for moving forward. Are we meeting the needs of all learners? Track the progress of learners. How much progress are pupils within different groups making?	Do all learners have access to learning materials/resources at home? Provide home writing materials for learners if needed. Do all learners have the confidence/experience to answer questions in class or join class discussions? Do we consider FSM learners when planning/delivering lessons?	1 x INSET day for all staff 6 x ADDs MH to report back to Governors

3	Target- Relationships and Sexuality Education Expected Outcome- Relationships and Sexuality Education is planned for alongside the Health and Well-being AoLE. Staff and Governors are confident with a sensitive approach to teaching the strands at an age appropriate level.	JSN HMD	Sign up to LA pilot JSN to participate in university research questionnaire online Meet with other pilot schools to discuss the focus and way forward. JSN and HMD meet to link the RSE guidance document to the well-being What Matters statements. Staff to meet to look at one strand of the framework, looking at progression from FP through to KST2 JSN to attend LA workshops.	Information sharing with Governors Information sharing with parents. ADDs sessions to look at strands 2 and 3. Draft curriculum written. INSET Day to look at RSE curriculum and implementation for 2022-23	Do all learners have good role models when looking at healthy relationships? How do we address issues about sexuality and sensitively with all learners, including FSM? How do we address possible attachment issues? Use a made up child/doll to represent characters when discussing sensitive issues.	1 x INSET day for all staff 6 x ADDs JSN to report back to Governors
4	Target – Developing Religious Education Expected Outcome- Staff follow a detailed curriculum for Religious Education and both staff and learners benefit from the streamlined approach to	LW HMD	Generate a two year overview of Understanding Christianity topics Look at 2 Year overview of topics for understanding and re schedule the 12 Christian values to 'best fit'. Plan Child Led Collective Worship to support the topics/value for each term Look at festivals and Saints, map them out over the 2 year topic plan.	Devise a collective scheme for RE incorporating Understanding Christianity, values, world religions, traditional stories, festivals, Saints and Child Led Collective Worship. Share the scheme with staff	What experience/ prior knowledge do FSM learners have of other religions? Have FSM learners heard the traditional stories? Have FSM learners experienced church or other religious buildings?	Non-contact for HMD/LW 2 x ADDs 1 x INSET

	planning and use of resources.		List traditional stories that all children should know and map them to the Understanding Christianity overview. Audit coverage of world religions-map to the scheme to ensure they are planned for.	Share scheme with Governors.	Include FSM learners in the delivery of Child Led Collective Worship.	LW to report back to Governors
5	Target – Transferring ALN procedures Expected Outcome- Nursery, year1, Year3 and year 5 are successfully moved across to the new system. Staff and Governors are confident that the needs of all pupils are being met in line with legislation.	HMD MH	Identify learners in N,Y1,Y3 and Y5 for Person Centred Reviews. Identify learners in R,Y2,Y4 and Y6 for IEP reviews. ALNCo to meet with all teachers to discuss existing and new learners with possible ALN. Attend update training and audit training needs across the school ALNCo to attend Impuse training for recording IDP's and PCR's. Inform parents of changes. Prepare evidence for all learners transferring to the new system in January 2022	Arrange PCR meetings for all learners with possible ALN in Nursery, Y1, Y3 and Y5. Work closely with cluster to share good practice and moderate PCR outcomes. Devise next steps action plan in readiness for 2022-23 Inform parents of learners with statements that they will transfer to IDP's during the next academic year.	Do FSM learners starting with a lower baseline have ALN or do they just need accelerated learning to catch up from missed pre school activities? How wel do FSM learners perform in comparison? What support/intervention can we offer to ensure FSM learners reach their potential?	6 x non contact days for ALNCo 1 x INSET for all staff 8 x ADDs HMD to report back to Governors

6	Target – Raising the achievement of Disadvantaged Youth (RADY) Expected Outcome- Staff understanding equity for all learners and RADY becomes integral to everything we plan and teach both in and out of the classroom.	HMD LW	Attend information sharing session with 'Challenging Education'. Amend School Development Plan to include RADY golden thread. List all pupils in Key Stage 2, RAG rate pupil's reading, spelling and numeracy scores. Set ambitious targets for FSM learners and share with staff. INSET day for all staff- What is RADY and where do we go next? Audit provision for extra support- ALN meetings	Review progress- where next? Staff training with 'Challenging Education' Jan 22 Review participation and engagement of FSM learners. Look at wider skills outside of the classroom.	What do we currently understand about RADY Sept 2021? What is our vision for RADY? How will we know if we have succeeded?	1 x INSET 3 x ADDS HMD to report back to Governors
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Policy Reviews

2021-2022	2022-2023	2023-2024
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Statutory		Statutory
Admissions	Admissions	Admissions
Behaviour	Behaviour	Child Protection/Safe Guarding
Disability/Accessibility	Disability/Accessibility	Complaints
Racial Equality	Racial Equality	Curriculum
Strategic Equality Plan	Strategic Equality Plan	Equal Opportunities

Prospectus	Prospectus	Prospectus
Non-statutory	Non-statutory	Non-statutory
Display	Performance Management	Presentation
MAT	Whistleblowing	Substance misuse
Staff Acceptance ICT	Staff grievance	Assessment recording and reporting
Anti-Bullying	School Uniform	Reasonable force

Marking and Feedback	Sex relationships Educ	Off site activities
Attendance and Punctuality	Bilingualism	RE
Health and Safety	Collective Worship	Lit/Num/ICT
Student Guidance	Lone working	PSE/PE
Curriculum Cymreig	School Security	Healthy Schools
Welsh Second Language	Social Media	Safeguarding

Staff Handbook

	Teaching and Learning	Science
Additional Learning Needs	e-Safety	

Other Continuing Aspects to be Improved

Aspect	Resources / personnel	Target Date and Evaluation
Install canopies for outdoor learning	£20,000	November 2021
Continue planning Year C of the New Curriculum	INSET	July 2022
Yard Improvements	£500	March 2022
Communication to parents including blogging	All staff	Continuous
Renewing reading scheme books	£2000	November 2021
Staff Well-being Charter	Supply LW/SH	November 2021
Reading catch up in Key Stage 2	£3000 RT	November 2021

Staff Development Plan

Priority	Focus of Improvement	Staff	Resources, Cost	
Learning and Teaching	NQT courses	NC	Supply	£1500
Learning and Teaching	Barriers to learning/Assessment	All teaching staff	ADDs	Nil
Learning and Teaching	Sensory processing and early movement	4 x FP staff	Supply plus £1400	£3000
Well-being, Equity and Inclusion	Well-being	All staff	ADDs/INSET	Nil

Well-being, Equity and Inclusion	Raising the achievement of disadvantaged youth (RADY)	All staff	ADDs/INSET	Nil
Leadership	All AoLE leads to attend Partneriaeth Curriculum Design	Teaching staff	Twilight	Nil
Curriculum	Reviewing year B and planning Year C	Teaching staff	ADDs/INSET	Nil
Well-being, Equity and Inclusion	1 st Aid update training	PJ, KL	supply	£800

**Raising the
achievement of
Disadvantaged
Youth (RADY)**

**Sensory Processing
and Early
Movement in
Foundation Phase**

**Inclusive
Classrooms-
Universal
Provision**

**Six Essential Targets
2021-2022**

**Transferring ALN
procedures**

**Developing
Religious
Education**

**Relationships
and Sexuality
Education**

