

School Development Plan

2020 – 2021

This document is based on the Welsh Government regulations 155/2014

Timeline	Date	Staff Members and GB
Planning	Oct 2020	All teaching staff Agreed by Governors
Reviewing	February 2022	Teaching staff and Governors
Reviewing	June 2020	Teaching staff and Governors

Current National Category- Green

Contextual Information

Strategic Overview 2020-2021

Workforce Planning: number of fte TEACHERS	7
Workforce Planning: number of fte SUPPORT STAFF	Level 4 2 x 32.5 hrs 1 x 12.5 Level 3 1 x 20 hrs Level 2 2 x 32.5 hrs 4 x 20 hrs 1 x 22.5 2 x 6 hrs Level 1 18 hrs

Grant Finance 2018-2019 - 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

CONTEXTUAL INFORMATION	School Total	Information
Eligible for Free School Meals	31%	Increase every year for past 5 years
Children in Need	0	
Looked After Children	1	
English as an Additional Language	34%	17 different languages spoken as first language
Special Educational Needs	18.5%	
School Action Plus	9	
Statement	2	ASD Severe Learning Delay
Average Class Size	19.4	Most pupils taught in groups of 10-14 pupils

School and Governing Body appraisal of the progress with 2019/2020 priorities

Six Essential Targets 2020-21 REVIEW		Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
Priority 1 Target- Provide opportunities for pupils to write at length across a range of AoLE'					
• Writer's Workshops with genre and cross curricular focus • Writing tasks incorporated into afternoon workshops • Writing tasks incorporated into afternoon workshops • CP activities included free writing • Extended writing in displays • Letters written to charities and Tesco • Regular book monitoring showed good progress Sept-Feb • Writing awards for pupils that made excellent progress in writing Sept-Feb			*		
Priority 2: Enable pupils to peer assess literacy, numeracy and DCF skills in activities across all AoLE's.					
• Pupils trained to peer assess using the school marking code. • Peer assessment toolkits set up with phrases linked to progression steps. • Opportunities during plenary for peer marking. • TA's trained to assess, mark and support peer marking. • Displays in class to support pupils with peer marking		*			

Priority 3 Promote and celebrate the Welsh language throughout all aspects of school life.

- Pupils have Welsh reading books alongside English books.
- Increased Welsh signage around the school and in every classroom.
- Increased Welsh in every display
- Opportunities for Welsh in topic books.
- Peer assessors assessing in welsh
- Welsh on the website
- Welsh visitors into school
- Monthly Welsh assembly led by criw cymraeg

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Priority 4: Ensure the school, through its distinctive Christian character meets the needs of all learners.

- ADDs session to introduce the aspects of this Key Question from the Section 50 document.
- Focus shared with all Teaching Assistants during performance management meetings.
- Progress of all learners tracked to identify pupils at risk of not making expected progress.
- 'High 5 Code' introduced to pupils to promote Be kind, Be helpful, Be respectful, Be Safe and Be the best you can be.
- Friendship Friday- Introduced the concept of playing with and making conversation with people we don't normally play with.
- Pupils reminded about the school values in Collective Worship.
- Anti-bullying week celebrated.
- Pupils presented to parents during anti-bullying week.
- RE coordinators Diocesan meetings and Diocesan head teacher development days.
- Attendance monitored to provide caring support for parents/pupils in need of support.

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Priority 5: Curriculum for Wales' 'Curriculum for Christchurch'.

- Information collated from parent and pupil workshops- 'What is important to the pupils in Christchurch School'?
- Collated information used to devise 3 year topic web.
- Year A planned using topic web and draft 'What Matters' statements.
- Inset days used for planning as a team
- Participated in Lead enquiry school research project linking pedagogy and the New Curriculum.
- Participated in DCF/Coding project
- Participated in cluster Foundation Phase network sharing good practice.

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Priority 6: Ensure equal opportunities and positive learning experiences for pupils with English as an Additional Language.

- Participated in Cluster group for EAL.
- EAL specialist teacher employed to work with pupils new to English for 6 weeks.
- Using 'The Big Word' for translation services.
- Complete EAL action plan and spend plan.
- Assessment on entry
- Developed extra resources for EAL
- ADDs session for all teaching staff delivered by EAL specialist teacher.
- On HWB EMAU site download resources for New to English learners.
- Background information collected on each child.
- Induction pack for new starters 100 first words, basic instructions, map of the school.

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Three-Year Priorities 2020 – 2023

	Inspection Area 1: Standards	Inspection Area 2: Wellbeing and attitudes to learning	Inspection Area 3: Teaching and learning experiences	Inspection Area 4: Care, support and guidance	Inspection Area 5: Leadership and management
Pupil Voice Sept 20 – Things that are good.					
Pupil Voice Sept 20- Things that we could improve					
Parent Voice Staff Voice (SV) Sept 20 – Things that are good.					

Parent Voice Staff Voice (SV) Sept 20- Things that we could improve					
2020 - 2021 (high level priorities)	Changes to assessment in line with New Curriculum Back to basic Numeracy- overcoming the impact of school closure due to Covid. Back to basics Literacy- overcoming the impact of school closure due to Covid.	Staff and pupil well-being. How independent are our learners? Next stage of Healthy Schools- Phase 5 with a focus on hygiene. Review behaviour policy. Next steps for Eco Warriors. Promote physical well-being by introducing opportunities in school.	Rolling in new strands of the New Curriculum Review of outdoor learning- how much progress has been made?	Making changes in line with ALN reform. Impact of new teaching structure on learners' progress. How effective is our tracking? How well do we equip parents to support their children?	The school as a learning organisation. Research and participation in National Enquiry Project. Supporting a PGCE student through employment. Development of NQT teacher.
2021 - 2022 (high level priorities)	How effective is assessment? Is it appropriate to raising standards with the new curriculum?	Review pupil attitudes to healthy eating and physical activity.	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.	The school as a learning organisation. Review of training needs linked to New Curriculum.

2022-2023 (high level priorities)	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?	Are families accessing Early Help Hubs when needed? How well is 'My Concern' running in school and supporting child protection.	Review of teaching the New Curriculum including coverage and the 4 purposes. Where to next?	ALN Bill review of practice.	Review of staff development needs. Budget- Maintaining the school painting/carpets.
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Six Essential Targets 2020-2021							
Very good progress		Strong progress		Satisfactory progress		Limited progress	
SDP Focus and Expected Outcome		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Prof. Dev. Needs and resources	Source of Finance and Cost
1	Target- Assessment- Assessing the New Curriculum with a focus on barriers to learning. Expected Outcome-	HMD All staff	ADDs October 5 th - Assessment part 1. Train staff on the guidelines for assessment in the New Curriculum Discuss progression, using examples from the New Curriculum. All teaching staff to trial observing and writing individual assessments using	ADDs- January 11th Assessment Part 2 Train staff on the guidelines for assessment in the New Curriculum. Discuss progression, using examples from the New Curriculum.	Ensure there are real examples of progression for all What Matters statements. Collate a portfolio of examples.	Adds x 6 1 x INSET	No cost

	Staff gain a better understanding of progression steps, using assessment to inform planning and overcoming barriers to learning.		a progression step from their own area of learning. Review of assessment trial, what went well and identifying misconceptions. INSET Nov 2nd- A closer look at what progression looks like in the classroom. All teachers to examine 2 progression steps within one What Matters statement. Making links to what progression could look like in relation to a classroom activity.	All teaching staff to trial observing and writing group assessments using a progression step from their own area of learning and one other area. Review of assessment trial, what went well and identifying misconceptions.	Reflect on the processes carried out throughout the year, what have we learnt, where do we go next?		
2	Target- ALN Code of Practice- Preparations for September 2021 Expected Outcome-	HMD NT	Identify staff/governors that will become part of the school ALN panel. Identify training needs of the staff on the school ALN panel.	ALNCo to share/email ALN training booklet with all staff. Allocate specific training for relevant staff.	ALNCo to share/email ALN training booklet with all staff. Allocate specific training	Meeting to discuss staff/governor to join the ALN panel. Training on the	Supply cover cost (if needed) Cost of resources for

	As a staff we are prepared for implementation of ALN Bill Sept 2021. Improved provision for ALN throughout the school.		Training needs highlighted in staff performance management targets. Add ALN as a main priority to the SDP 2020-21 ALNCo to share/email ALN training booklet with all staff. Allocate specific training for relevant staff.	ALNCo to attend ALN network meetings and ALN cluster meetings. NQT/TA to attend 'social communication champion' training (Aut/Spring term- 8 session training) ALNCo to identified actions that should undertake to prepare for the implementation of the move from IEPs to IDPs. (work with ALN network team)	for relevant staff. ALNCo to attend ALN network meetings and ALN cluster meetings. ALNCo to arrange an engagement event for parents/key stakeholders about the key changes in ALN.	ALN act for All staff/ALN panel staff. Social communication pilot project funded. ALNCo time Resources of universal provision prep.	universal provision
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			ALNCo to attend ALN network meetings and ALN cluster meetings. NQT/TA to attend 'social commination champion' training (Aut/Spring term- 8 session training) Set up an ALN page on the school website to share up to date information with parents and pupils.	Begin to have clearly defined process to support/resource that link between the delegated ALN budget and the school's responsibility to maintain IDPs ALNCo to attend ALN cluster meetings to share good practice. Identify a lead for transition of ALN pupils. ALNCo to research sharing information between setting easier e.g. SIMS, my concern	ALNCo to support parents through transition within and between settings. Share/signpost parents to available support with confidence. (i.e. SNAP Cymru, TAF) All parents will be made aware of the right to appeal in all PCR meetings or ALN meetings with ALNCo/ALN panel. ALNCo and head teacher to		
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			ALNCo to work with staff to share ALN concerns with parents.	or another confidential area.	create a clear ALN complaints procedure		
			ALNCo to support parents through transition within and between settings. Share/signpost parents to available support with confidence. (i.e. SNAP Cymru, TAF)	ALNCo to support parents through transition within and between settings. Share/signpost parents to available support with confidence. (i.e. SNAP Cymru, TAF)	ALNCo to start looking into universal provision tools and how these can be used throughout our school.		
			All parents will be made aware of the right to appeal in all PCR meetings or ALN meetings with ALNCo/ALN panel.	All parents will be made aware of the right to appeal in all PCR meetings or ALN meetings with ALNCo/ALN panel.	To provide each class with the resources they need to support all ALN learners e.g. dyslexia resources and visual resources etc		
				ALNCo to develop a range of effective			

				method of communication to be used to engage with parents and pupils e.g. ICT, face to face, letters, appropriate adjustments, interpreters) ALNCo to start looking into universal provision tools and how these can be used throughout our school. To provide each class with the resources they need to support all ALN learners e.g. dyslexia resources and visual resources etc	To monitor the use of provision and track intervention support/ IDP targets are a working document and responsive to the child. Update ALN policy with new legislation.		
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				To monitor the use of provision and track intervention support/ IDP targets are a working document and responsive to the child. ALNCo to develop relationships with ALNCo's from other feeder schools such as Bishop gore, Olchfa and Bishop Vaughan.			
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3	Target-	HMD					
	‘Back to Basics’ Numeracy Expected Outcome- Pupils catch up from any loss of learning due to school closure. Pupils consolidate basic Numeracy skills, enabling them to use skills across the curriculum.	MH	NPEP – Research Project question to be submitted. (16th October 2010) Learning Support – Numeracy -JSN and NT (PM) Working with the children highlighted from Tracking and Teacher intervention. (Focus – Back to Basics Number) -Place Value (number recognition) -Times table (x2,x5 x10) - Methods of Calculation. After Half Term (Autumn 20) to assess the levels of Numeracy using online National Tests. + teacher consultations. Using this data and data from incerts – to create a clear picture of the areas that are a priority and need to have a focus. To have a clear plan of the topics and areas that we need to include in our planning for the Spring term, (working with Foundation Numeracy teacher) NPEP -Research To plan methodology/ethical considerations and gain	Start NPEP Research. To begin research project – looking at our disadvantaged children and their individual needs. To interview them about their experience during ‘Lockdown’ and to create a clearer picture of their access to Numeracy teaching during this period. To have a clear program of what they need to focus individually focus on. To start to implement to ‘Back to Basics’ planning linked to the collection of data from National Testing/Inserts/TA. Learning Support – Numeracy -JSN and NT (PM) To review the progress of this group and their attitude to Numeracy. -supplement this with online learning and additional activities in Hwb/MyMaths MATHS DAY! -Sponsored xtable event -this will be used to raise the importance of xtables and	Conclude NPEP Research (Publish Findings) -review the process and impact. Learning Support – Numeracy -JSN and NT (PM) To review the progress of this group and their attitude to Numeracy. This will be needed to feed into the final piece of research.	NPEP MEETING SUPPORT 6 Days Supply (over the whole year) 1 Day Supply AUTUMN (Data collection) 1 Day Supply SPRING (Data collection) 1 Day Supply SUMMER (Data collection) ½ Day Supply (Working with FP) AUTUMN	

			consent to start the project after Christmas. -Start to look at research linked to project (Literature review) BACK TO BASICS To introduce MyMaths into the Foundation phase – Time will be needed to train Foundation Numeracy teacher – how to set and organise groupings. Time will also be needed to look at Data from National Tests. Regular Xtables slots to continue in KS2 Unit. www.timestableme.co.uk (Look at reintroducing TTRockStars) www.Ttrockstars.com Research other Maths software to aid improved Numeracy skills.	raise money for any purchased materials/online products. -Parents will be challenged by their children in a xtable off. This is a fun activity but will hopefully support the learning a teaching of xtables across the school. Repeat National Tests at the end of the term. -analyse progress and the impact of the implementation of the 'Back to Basics' program. Feedback to staff, and parents	NATIONAL TESTS -implement Tests during Summer Term. -Feedback to parents and analyse data and review insert data. -Feedback to secondary schools for transition sessions. -Review findings to feedback into Autumn planning and priorities for	½ Day Supply (Working with FP) AUTUMN TOTAL 10 DAYS NPEP+ MATHS	
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					planning Numeracy.		
4	Target – ‘Back to Basics’ Literacy Expected Outcome- Pupils catch up from any loss of learning due to school closure. Pupils consolidate basic Literacy skills, enabling them to use skills across the curriculum.	HMD LW	BASELINE ASSESSMENT- Pupils to be tested September 2020. Reading and spelling results to be analysed. Pupils to be re-tested at end of academic year. Following points to be addressed- READING WM4- ‘Literature Fires Imagination and Inspires Creativity’ *Most lessons to include an element of reading (to fire imagination). Pupils to be shown WAGOL. Engage reluctant readers- ‘The Memory Cage’, book audits in class, possible purchase on magazines/ comics/ short stories. Staff to read to pupils (leave on cliffhanger etc to evoke desire to carry on).	Analyse progress and the impact of the implementation of the ‘Back to Basics’ program. Feedback to staff WHOLE SCHOOL READING CHALLENGE/ READING DAY Pupil responses to adult reading activities. Review various communications and set priorities for summer term to address any gaps.	BASELINE ASSESSMENT - Pupils to be tested June 2021. Reading and spelling results to be analysed to see progression/ value added. Review findings to feed into Autumn planning and priorities for planning Literacy. Feedback to parents. Analyse data and review INCERTS data.	Adds x 2	Possible training costs for NQT/ TAs

		www.digitallibrary.co.uk/ Feed the monster app for younger children- phonics app. GRAMMAR/ PUNCTUATION WM2- 'Understanding Languages is Key to Understanding the World Around Us'. Resources to be used from English SPAG tests. Focus on renewing the grammatical correctness in pupil's work. Weekly 'Punctuation Power Hour' to be introduced throughout KS2. To be adapted in FP to enhance provision of phonics work. Literacy lead to design learning continuum for punctuation. ORACY WM3- 'Expressing ourselves through Languages is Key to Communication'. Focus on speaking and writing-		Set priorities/ address gaps for academic year 2021-22 Provide opportunities to reflect on the development of basic skills. Pupil interviews and attitudes to learning.		
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			Pupils to be given more opportunities to express viewpoints. Build relationships with others through various forms of communication. Opportunities to express themselves to different audiences and for different purposes. * Link to SDP- all staff given PM target linked to back to basics literacy. Pupils to reflect on missed learning and needs for the year ahead.				
5	Target – Well-being of both staff and pupils	HMD SJH	ADDS Train staff -Host an Adds/Twilight to share strategies and tips to improve Wellbeing. Provide staff with a teaching pack. Like EFT	ADDS Interim feedback – what is working well? Update with newer strategies	ADDS Review of wellbeing trial, what went well and identifying	ADDS X3 Happine ss packs	No cost Time for SJ to make/ print

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	Expected Outcome- Pupils and staff are supported to ensure they cope well with changes in practice due to Covid. Pupils ready to learn and staff managing pressure well.		tapping/ mindfulness games/ links for support/ brain break breathing cards/confidence boosters (ALL STAFF) Autumn Wall of Kindness display Christmas – 24 days of Kindness advent calender SMT to be a Wellbeing Warrior – All staff/ pupils select a member of SMT as a coaching Buddy. Staff 'HAPPEN' questionnaire and/or Online positive workplace survey diagnostic report and detailed analysis of staff responses Host Yoga and mindfulness club for Staff who opt in. Not compulsory. Introduce a Worry station/ puppets to pupils Staff shout out board and weekly happiness compliments. Subscribe to 'Spread the Happiness' 1 – annual cost £97 or £11.97 monthly	Spring Wall of Kindness display One timetabled session for 1:1 meetings Warrior day all other meetings to be arranged in own time if needed Staff attend weekly yoga club With SJ Children use the 'Worry station' with growing confidence Train children to have a peer shout out board and secret buddies so every child is complimented. Staff are using the Disco Dough/ Squiggle/ e books/make maths magic/ webinars/courses from resources	misconceptions Summer Wall of Kindness Staff practice own yoga and mindfulness outside of school Children use stations with confidence Have a central board where all stakeholders share happiness compliments Happiness strategies embedded in everyday practice Maybe invite other schools to share	Resources Coaching that Mike/SJ did – share Hall Yoga ,mats	happiness packs Supply for teacher out Depends where from can be about £10 each or cheaper in bulk. Worry hand/ puppets in school 1 person annual cost £97 or £11.97 monthly or School annual £297
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			School annual £297				
6	Target – Planning Year B of the New Curriculum and moderating Year A. Expected Outcome- Year B planning completed by July 2021 ready for review.	HMD All staff	ADDs-Sept 7th Look at Year A planning for Autumn, Spring, Summer. Identify Whats Matters that are covered frequently and any missing gaps. Staff look at the missing gaps for their Area of Learning and suggest possible activities to cover the skills. HMD to add skills to Year A planning. INSET November 2nd- All staff work on their Area of Learning. Each teacher to identify one What Matter's statement and identify 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 ¾ Staff to look closely at the progression steps and complete an activity looking at	All staff work on their Area of Learning. Each teacher to identify one What Matter's statement and identify 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 3/4 INSET March 26th- All staff plan for Year B Spring term. Connecting topic activities to What Matter statements in all Areas of Learning. Staff to look closely at the progression steps and complete an activity looking at one what matters for each area of learning and completing an activity showing what this would look like in	INSET July 16th- All staff plan for Year B Spring term. Connecting topic activities to What Matter statements in all Areas of Learning.	ADDs x 4 INSET x3	No Cost

		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 plan for Year B Spring term. Connecting topic activities to What Matter statements in all Areas of Learning.	their lesson and how they can move the child onto the next step.			
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Policy Reviews

2020-2021	2021-2022	2022-2023
Statutory	Statutory	
Admissions	Admissions	Admissions
Child Protection/Safe Guarding	Behaviour	Behaviour
Complaints	Disability/Accessibility	Disability/Accessibility

Curriculum	Racial Equality	Racial Equality
Equal Opportunities	Strategic Equality Plan	Strategic Equality Plan
Prospectus	Prospectus	Prospectus
Non-statutory	Non-statutory	Non-statutory
Presentation	Display	Performance Management

Substance misuse	MAT	Whistleblowing
Assessment recording and reporting	Staff Acceptance ICT	Staff grievance
Reasonable force	Anti-Bullying	School Uniform
Off site activities	Marking and Feedback	Sex relationships Educ
RE	Attendance and Punctuality	Bilingualism

Lit/Num/ICT	Health and Safety	Collective Worship
PSE/PE	Student Guidance	Lone working
Healthy Schools	Curriculum Cymreig	School Security
Safeguarding	Welsh Second Language	Social Media
Science	Staff Handbook	Teaching and Learning

	Additional Learning Needs	e-Safety
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Other Continuing Aspects to be Improved

Aspect	Resources / personnel	Target Date and Evaluation
Transferring good practice of target setting in feedback comments to NQT and PGCE.	All staff	Autumn 2020
Set up system midday cleaning and daily routines linked to Covid RA	Headteacher	September 2020
Review drop off/hometime collection procedures for Covid	Headteacher	September 2020
Purchase new chromebooks and staff ipads using WG grant funding.	Headteacher	September 2020
Continue supporting other schools with the development of the New Curriculum.	Headteacher and Deputy Headteacher NEP project	2020-21
Monitor outdoor learning and continue to improve the environment.	Headteacher and all staff	2020-21
Continue with 'My Concern' training part 2 and use My Concern to full capacity	Headteacher and all staff	October 2020

Staff Development Plan

Priority	Focus of Improvement	Staff	Resources, Cost	
Teaching and learning	NQT courses	JSN/LW	Supply	£1500
Teaching and learning	Barriers to learning	All teaching staff	Nil	
Teaching and learning	Assessment and the New Curriculum	All teaching staff	Nil	
Care, support and guidance	My Concern	All staff	Nil	
Care, support and guidance	ALNCo training with LA and cluster network	NT	Supply x 5	£825
Care, support and guidance	EAL training	NT	Supply x4	£660

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Care, Support and Guidance	ASD training including strategies	All FP staff	Nil	
Teaching and Learning	Welsh	All Staff	INSET	
Care, support and guidance	Adopted learners	HMD		
Teaching and Learning	Research project with UWTSD	MH	6 x supply and 6 x non-contact	£1980
			TOTAL	£5160

Checklist

Regulation	?
Raising standards in Literacy	✓
Raising standards in Numeracy	✓
Focus on minimising the effect of poverty on attainment	✓
3-year plan	✓
SDP approved by the Governing Body	✓
Copy of SDP distributed to all staff and governors	✓
Summary copy of SDP available through the school Governors Annual Report to parents	✓
SDP monitored in each meeting of the full governing body	✓ Curriculum sub committee
GB have reviewed and updated the SDP where appropriate	✓
SC clear and quantifiable	✓
Attention given to leadership development	✓
Accountability noted clearer	✓
Financial resources clearly recorded	✓
Workforce development clearly noted	✓
Development Needs of all staff clearly noted	✓
Review of the previous SIP	✓

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