

NEWICK CE PRIMARY SCHOOL

STRATEGIC DEVELOPMENT PLAN 2020-2021

Together we create a distinctive environment where everyone in our school is educated for wisdom, independence, creativity and kindness.



Leadership and Management	Quality of Education	Behaviour and Attitudes	Personal Development and Welfare	Early Years
Strategic Objective	Strategic Objective	Strategic Objective	Strategic Objective	Strategic Objective
Senior leaders ensure that leaders of all levels have a solid understanding of and commitment to our vision of outstanding practice.	To construct and deliver a coherent and rich curriculum that ensures that all children have the knowledge, skills and cultural capital needed to succeed in life.	All pupils will be highly motivated, able to work collaboratively and independently and will understand how to study effectively.	To provide further opportunities and experiences that enhance children's understanding of the diverse and rich culture of the wider community.	To develop an ambitious and inspiring curriculum which responds to every child's needs, interests and skills.
'Life in all its fullness' John 10:10	Educating for wisdom, knowledge and skills	Educating for community and living well together	Educating for dignity and respect	Educating for hope and aspiration

Newick CE Primary School – Leadership and Management

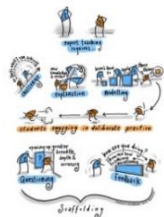
Key area for Improvement 1: Senior leaders ensure that leaders of all levels have a solid understanding of and commitment to our vision of outstanding practice.

Milestones:

End of Autumn Term 2020	Senior leaders complete appraisals for curriculum leaders with targets aligned to overall strategic vision
End of Spring Term 2021	CPD arranged and delivered to subject leaders
End of Summer Term 2021	Review of leaders' impact on pupil outcomes in each curriculum / SDP area
End of Summer Term 2022	Succession plan in place to maintain outstanding status

Objective	Action	Lead	Timescale	Resources (inc cost)	Monitoring	Impact on standards of teaching and learning	Evaluation: to be RAG rated half-termly
1.1 To ensure that safeguarding and supervision procedures in the school are rigorous.	To induct new staff in safeguarding procedures and protocols	NA	September 2020	£300 cover	Governing body	All stakeholders in the school community are confident that safeguarding procedures are robust and correct procedures followed. Safeguarding is effective.	
	To complete safeguarding audit	NA/KR	February 2021				
	School council lead 'safer play' training for play leaders	AC	November 2020				
	Safeguarding governor to participate in audit and report findings to governing body.	KR	March 2021				
	Health and Safety governor to have completed 3 inspections annually	JT/JL/ EW	July 2021				
	COVID-19 – See risk assessment published on website						
1.2 To ensure the roles and responsibilities of the governing body are clear and the governors have a secure understanding of the school's areas for development.	Governor visit documentation uses key questions to show challenge and impact.	MW MM	September 2020		SIP	Governors hold leaders to account through meaningful visits and discussion.	See document for new governor roles on website.
	Chair of governors leads challenge in meetings and coaches new governors to be able to challenge HT on reports.					Documentation shows impact of school's actions in all areas and is easily shared throughout the governing body.	
	New governors to attend governor training to explain roles and give further training.					Governors have the expertise to question leaders' decisions and have a thorough understanding of school's vision.	

1.3 To develop the skills and knowledge of leaders at all levels in monitoring, evaluation and action planning	Provision of coaching and high quality CPD for those new to role. CPD to include: <ul style="list-style-type: none"> • data analysis to identify KLOE • Joint observations and monitoring processes to evaluate improvement and areas for development • Evidencing the impact of leadership and management 	NA	September 2020	£750	Governing body	Staff retention CPD feedback Pupil outcomes improve across curriculum. Result and evaluations of projects shared with all staff in order to improve all children's outcomes.	
	Middle leaders' responsibilities outlined clearly.	AC	October 2020			Middle leaders have a comprehensive timetable of necessary actions throughout the year.	
	All actions to be linked to SDP ensuring that improvement in pupil outcomes is the aim of all actions. Impact of actions recorded on plan. Timetable for subject leader release time.	AC				Governing body have thorough understanding of aims of each curriculum area.	
	SLT to monitor middle leaders through monitoring schedule and check progress. SC and JS to complete NPQML.	SLT	February 2021			Outcomes improve across the curriculum. (Judged on previous year's data and books.)	
1.4 To evaluate appraisal system. (carried over from last year)	Evaluation of appraisal system to include all staff. Questionnaire sent to staff to gather staff view	AC	October 2019		SLT	The process of appraisals is effective and impactful. Teachers share reliable and evidence based research to improve teaching and learning in all curriculum areas.	
1.5 To offer leadership support to schools identified by LA/TSC/RSC	Initial assessments of support required by school and SLEs identified to complete the work	NA	October 2020	£500 per day income	Local Authority DfE	SLEs use up to date research and evidence based practice which will be shared in school with Newick staff.	
	Evaluation of support offered completed and shared with DfE / LA	NA / SLE/NLG	March 2021				



Newick CE Primary School – Quality of Education

Key area for Improvement 2: To construct and deliver a coherent and rich curriculum that ensures that all children have the knowledge, skills and cultural capital needed to succeed in life.

Milestones:

End of Autumn Term 2020	Review of impact of revised curriculum
End of Spring Term 2021	CPD in challenge for all learners
End of Summer Term 2021	Evaluation of curriculum evidenced and presented to governors.
End of Summer Term 2022	Quality of education judged outstanding

Objective	Action	Lead	Timescale	Resources (inc cost)	Monitoring	Impact on standards	Evaluation to be rag rated half termly
2.1 To ensure there is a coherent curriculum building on a progression of knowledge and skills	Evaluation of curriculum to be undertaken by SLT and governing body in order to judge effectiveness of new curriculum.	NA	Carried forward from 2019-2020 July 2021		Curric gov	Children's outcomes show a clear progression of knowledge and skills across all areas.	
	Curriculum overview for each year group robust with questions and resources linked to whole school progression maps. All overview to have quality texts related to all subject areas	AC	September 2020		NA	Consistent long term plan overseen by SLT for each year group includes enquiry questions from progression documents. Children challenged as they progress through the school.	
2.2 To increase the % of teaching and learning judged outstanding.	Staff to create policy on 'challenge for all' as an addendum to the teaching and learning 'at a glance' sheet	AC	December 2020	Books by Doug Lemov, Rosenthal, Myatt, Berger	SLT Govs	An ethos of hard work and sky-high learning behaviours established.	
	Subject leaders focus on 'challenge for all' in lessons		2020-2021			Teachers clear about expectations within lessons leading to an increase of pace and an acceleration of progress within lessons.	
	INSET on 'challenge for all learners' using practice from Ron Berger, Sue Cowley, Mary Myatt.	Middle leaders	February 2021	£200		Teachers use deliberate practice techniques as outlined in 'Every Primary Lesson Counts'	
	Share examples of good practice in INSET	All staff	March 2021	Speaker shared with cluster schools		High quality modelling, questioning, explanation and practice ensure new knowledge and skills are retained.	
	Subject leaders compile effective techniques and resources specific to their subject area.	Middle leaders	July 2021	£500		Children persist in challenge and succeed through deliberate, intelligent practice and motivation	
Teach children explicit strategies for metacognition including how to plan, monitor and evaluate.						Children in school's identified vulnerable group increase their rates of progress. Disadvantaged, GD, SEND Report to SIP / governing body.	
						SIP reports show increase in proportion of outstanding teaching and learning.	

2.3 To increase the rates of progress in RWM to at least 1	Baseline assessments completed in reading / writing / maths Class teachers highlight areas for subject leads which have not been taught in 19-20.	Class teachers	Sept 2020	£250	SLT	Assessment followed by planning designed to ensure critical prior knowledge in place for the year group. Essential knowledge and concepts missed from previous year learnt and practised by children.
	'Pause lessons' See Durrington High School blog - NQT phonics training at Pashley. All teaching assistants to be trained on phonics All staff trained in the use of Microsoft 365 remote learning resources	NA/AC	Dec 2020	£300	AC/NA	Research shows that the rapid reading aloud of a challenging text to children shows rapid progress in reading age. Children's reading age, particularly disadvantaged increases rapidly. (University of Sussex study)
				£800 Purchase of class texts	MM/AC	Remote learning in place in case of local lockdown / children self isolating. See policy. Appendix 2
	INSET on GD opportunities in English. Independent writing opportunities identified in planning. To further embed word conscious classrooms through training sharing good practice. Teachers use 'hierarchy of audience' model to ensure purposeful writing Whole class texts carefully selected to challenge all learners	AC	October 2020	£300 supply costs	IB / NA	Progress in reading for all groups of pupils is accelerated and above 1.
	Materials developed that will provide opportunities for challenge added to the NCETM PD documents.	SS/CC	Dec 2020			Materials to support challenge in maths enabling rapid graspers to extend knowledge and understanding prepared by maths SLE
	Training for NQT in maths mastery and use of NCETM materials	SS/CC	Dec 2020			Secure subject knowledge
2.4 To address attainment and progress issues in disadvantaged and SEND learners caused by school closures	TAs trained in most effective interventions and children targeted as a result of assessments. Use EEF documents	SJ/LW	October 2020	Catch up fund to be announced		Identified children are settled and able to take an active part in lessons. Attainment and progress of disadvantaged and vulnerable groups improved.
	Interventions in place where required to ensure children have knowledge and skills to achieve at least ARE	SJ	Dec 2020			Term 2 data shows impact of interventions. Identified children on track for ARE
	Sociograms analysed and given to staff. Children identified for nurture provision.	SJ	March 2021			Children neglected or ignored by peers are identified and targeted group work in place to raise self esteem and increase emotional wellbeing of children.

Newick CE Primary School – Behaviour and Attitudes

Key area for Improvement 3: All pupils will be highly motivated, able to work collaboratively and independently, and will understand how to study effectively.

Milestones:

End of Autumn Term 2020	Supervision review complete
End of Spring Term 2021	Metacognition strategies for children in place
End of Summer Term 2021	Embed self-assessment and children are able to identify ways forward in their own learning
End of Summer Term 2022	Attitude to learning and level of independence judged as Outstanding.

Objective	Action	Lead	Timescale	Resources (inc cost)	Monitoring	Impact on standards
3.1 To improve pupil engagement and attitudes to learning.	Introduce the animals that represent the school values of wisdom, independence, creativity and kindness to EY and KS1. Staff refer to values in planning and delivery of lesson sequences. Values identified in historical and current role models in lessons, collective worship etc.	NA	September 2020	£100	SLT	Children's learning behaviours improve with better understanding of school values. Children identify the school values in positive role models. Children use the school values to support their own learning and can articulate how they are learning
	New value characters to be introduced in September via remote Collective Worships.	NA/AC	September 2020		SLT	Children identify the school values in a memorable and relatable way. Particularly for KS1
3.2 To increase the strategies used to ensure children work well independently.	Further training in most effective teaching and learning strategies, which allow the children independent choice and an opportunity to apply knowledge and skills.	NA/AC	January 2021		SLT	Children are participants in designing their own pathways to successful outcomes.
	Increase the level of self-assessment (Ron Berger – ethics of excellence) Ensure children understand next steps for learning through verbal feedback / dynamic marking	CTs			SLT	Children are able to critically evaluate their own and others' work leading to better outcomes and an increase in greater depth standard. Effective feedback and marking policy in place

<p>3.3 To improve behaviour and reduce incidents of minor injuries at play times and lunch times</p>	<p>New equipment purchased for children to engage in constructive, imaginative outdoor play Play leaders trained</p> <p>Children play in year group bubbles with allocated zones and equipment</p>	<p>OTH</p>	<p>September 2020</p>	<p>£800</p> <p>Cost of 2 MDSAs</p>	<p>SLT / Govs</p>	<p>% of minor injuries / behaviour reports decreased term on term</p>	
<p>3.4 To improve the attendance of persistent latecomers and absentees.</p>	<p>Develop the use of new sign in system to analyse lateness Meetings with parents following 10 or more lates per 6 weeks To set targets for individual year groups</p> <p>NA to attend LA attendance course</p>	<p>NA/SF</p>	<p>March 2021</p>	<p>Govs</p>		<p>Percentage attendance increased to consistently above 97%</p>	

Newick CE Primary School – Personal Development and Welfare

Key area for Improvement 4: To provide further opportunities and experiences that enhance children’s understanding of the diverse and rich culture of the wider community.

Milestones:

End of Autumn Term 2020	Take one theme complete
End of Spring Term 2021	SRE curriculum in place
End of Summer Term 2021	% increase of children’s take up of extra-curricular opps
End of Summer Term 2022	Outstanding curriculum and extra-curricular opps

Objective	Action	Lead	Timescale	Resources (inc cost)	Monitoring	Impact on standards	Evaluation: to be RAG rated half-termly
4.1 To ensure staff have appropriate training to deliver appropriate Sex and relationships education	NA sign up to ESCC Educator solutions programme Governor attend training on new SRE education	NA KR	September 2020	£500? ESCC costing	Governors SIP	Appropriate understanding of healthy relationships through sex and relationship curriculum. Evidenced in pupil voice and outcomes	See Think Tank minutes. Policy updated. KR approved.
	Remote information session for parents	NA/KR	October 2020 March 2020				
	SRE policy in line with September 2020 requirements written and shared with governors. Training and resources disseminated to staff.		July 2020				
4.2 To ensure pupils have an understanding and appreciation of the range of different cultures in school and further afield.	Take One theme texts used come from different cultures. ‘Celebrating Differences’	NA/AC	September 2020	£500 training, books, resources	SLT Curriculum governors	Children’s knowledge and understanding	See feedback from survey
	History / geography / music medium term plans reflect how different cultural heritage has influenced British life. Curriculum includes impact of diverse ethnicities on events studied. (Sikh soldiers in WW1. Brighton Pavilion barracks etc)	NA/HC	January 2021				
4.3 To ensure pupils have daily access to quality collective worships.	Collective Worships to be completed remotely by SLT. Rota needs to include music, celebration and sharing of different views, religions and values.	AC/NA SC	Autumn Term 2020		SLT	Improved understanding of the schools values, religions and understanding the world around them.	See Collective Worship
4.4 To increase extra-curricular opportunities and take up.	To create a timetable for new extra-curricular activities to begin. (Read guidance in terms of allocating slots for bubble groups only.)	AC	September 2020		SLT	Timetable of new opportunities for extra-curricular activities. Improved opportunity for extra-curricular activities. Increased take up for all children with a focus on Pupil premium and disadvantaged.	See timetable and registers.
	AC to develop questionnaire on extra-curricular take-up and opportunities.		May 2021				
	Specific tracking of pupil premium and disadvantaged.	AC/SJ	Dec 2020		SLT		
4.5 To ensure all pupils have access to mental health and wellbeing PSHE sessions throughout the transition period and start of term.	AC to ensure the new Jigsaw scheme of work is available to staff. Staff to focus on the wellbeing aspect of the lessons during the transition period.	AC	Dec 2020		SLT	Children to be taught the PSHE sessions from the new Jigsaw Scheme of Work.	See new scheme of work from jigsaw. Plus lessons from AC for wellbeing.
	AC to send out mental Health and wellbeing sessions that can be used from September. 2020 to support new guidance on the importance of wellbeing and enhance the existing scheme of work.						

Newick CE Primary School

Key area for Improvement 5: To improve the outcomes of disadvantaged children in EYFS and provide a range of opportunities linked to need.

Milestones:

End of Autumn Term 2020	Training complete in early adopter EY framework
End of Spring Term 2021	
End of Summer Term 2021	
End of Summer Term 2022	

Objective	Action	Lead	Timescale	Resources (inc cost)	Monitoring	Impact on standards	Evaluation: to be RAG rated half-termly
5.1 To increase the amount of children achieving exceeding in writing and maths	<p>Opportunities for child initiated writing and number work in role play areas.</p> <p>Planning is built on children's interests</p> <p>Use 'hierarchy of audience' for purposeful writing opportunities.</p> <p>Ensure writing weaves through the entire EY curriculum (see blog below)</p> <p>https://family.co/blog/the-child/early-years-writing-eyfs/</p> <p>Improve engagement and understanding of parents through use of Tapestry.</p>	CS/SJ	March 2021	£1500	SLT	% increase of children achieving exceeding in writing aligned to reading	
5.2 To be ready for new EY framework	<p>Early adoption of EY framework</p> <p>Online training for EY staff</p>	CS/SJ	Sep 2020- July 2021		NA	Less workload for EY staff in terms of evidence gathering. Higher focus on speech and language acquisition.	
5.3 To establish a nurture group for identified children	<p>Boxhall assessments to be completed for social targets</p> <p>Sociograms completed</p> <p>Nurture practitioner in EY classroom 1 morning per week</p>	SJ	March 2021	£2500	SJ	Early identification of SEMH needs in children. Children develop strategies for coping and regulating behaviours.	

Targets Newick CE Primary School 2020-2021

	% of cohort at expected standard in July 2020	FFT20 estimates for expected standard	Targets for July 2021	National Average 2019	Targets for July 2021	National Average 2019
EYFS	83%		% GLD	72%	APS	34.6 APS
Y1 Phonics	83%		90 % Pass	82%		
End of KS1 (Y2)			EXPECTED STANDARD		GREATER DEPTH/ HIGHER STANDARD	
Reading		92%	92%	75%	50%	25%
Writing		89%	89%	69%	31%	15%
Mathematics		92%	92%	76%	43%	22%
YEAR 1			ON TRACK FOR EXS		ON TRACK FOR GD/HS	
Reading			X%		X%	
Writing			X%		X%	
Mathematics			X%	N/A	X%	

	% of cohort at expected standard in July 2020	FFT20 estimates for expected standard	Targets for July 2021	National Average 2019	Targets for July 2021	National Average 2019
End of KS2 (Y6)			EXPECTED STANDARD		GREATER DEPTH/ HIGHER STANDARD	
Reading	97%	94 %	94 %	73%	56%	27%
Writing	90%	96 %	96 %	79%	54%	20%
Mathematics	85%	96 %	96 %	79%	58%	27%
Combined	85%	90 %	90 %	65%	36%	11%
GPS		96%	96%	78%	69%	36%
			ON TRACK FOR EXS		ON TRACK FOR GD/HS	
Year 3						
Reading			X%		X%	
Writing			X%		X%	
Mathematics			X%		X%	
Year 4						
Reading			93%		56%	
Writing			95%		55%	
Mathematics			96%		58%	
X Tables			96%			
Year 5						
Reading			91%		52%	
Writing			93%		49%	
Maths			93%		55%	

	Attendance for same cohort in previous year	Term 1 2020-2021	Term 2 2020-2021	Term 3 2020-2021	Term 4 2020-2021	Term 5 2020-2021	Term 6 2020-2021
Whole School							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							

**Natalie Alty
Headteacher**

***Overall strategic lead of Newick School and Newick
Teaching School
Performance Management of SLT
Designated Safeguarding Lead***

History subject lead

Accountable to governing body

**Amy Clarke
Deputy Headteacher**

***Lead for KS2 teaching and learning
Performance management of KS2 teaching staff
DDSL and DPO
NQT Induction Tutor
School based mentor for trainees
English Specialist Leader of Education
Accountable to Headteacher***

**Emily Winslade
School Business Manager**

***Supports the Headteacher to set and monitor the
school budget.
Health and safety lead
ICT
Performance management of MDSAs, cleaners and
site manager***

**Sophie James
SENCo**

***Responsible for the outcomes of the children with SEND
and disadvantaged pupils
Performance management of TAs and INAs
Deputy DSL, Exeant
EY teacher 1.5 days
Accountable to the Headteacher***

**Sarah Sipula
Teaching School Director**

***Responsible for increasing the capacity of Newick
Teaching School
Fulfilling requirements of the Key Performance Indicators
as set out by the DFE
Maths Specialist
Accountable to the Headteacher***