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## **Hipsburn Primary School School Development Plan (summary)**

**2020- 2021 (updated 26/11/20)**

**Constructed – July 2020 shared with Governors: September 2020 Shared with all Staff: September 2020**

The School Development Plan enables the school's vision to be shared and understood by everyone. Our aim is to work and learn together in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. The School Development Plan enables us to plan and prioritise our budget and guides how we plan and organise staff training. The School Development Plan is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Professional development training days are an important part of this process. Teachers and support staff will continue to undertake training throughout the year in order to further their own professional development and to strengthen their skills and knowledge.

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## Our Vision

We are committed to ***improving the quality of the educational provision*** for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives. High quality education at Hipsburn Primary School will be achieved by:

- positive, caring and clearly focused leadership
  - the whole staff team working together to do its best for our children's wellbeing
  - the whole staff team having high expectations of our children's social, behavioural and academic performance
  - well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children
  - creating stimulating and attractive learning environments in which our children can take pride
  - fostering a purposeful working atmosphere that nurtures a positive esteem and self-image in all our children
  - promoting respect for other people and their property
  - working in partnership with parents, governors and the local community to enrich opportunities for our children
  - using the local area to enhance the curriculum and promote physical and mental well being
  - to develop and share the "Hipsburn Promise" across the whole school community
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We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will ***raise the children's standards of attainment***, enabling them to:

- develop their use of English and maths which provide the foundation for all their other learning
- learn social skills that encourage agreeable interactions between their peers as well as adults
- treat everyone in an equal manner, irrespective of gender, race, class or disability
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life
- learn in a safe and secure environment

## School Context

The conversion from a First School in 2016 has been a success and Year 6 results are above both National and the Local Authority. The Headteacher and staff have an accurate awareness of the strengths and areas for development in the school's performance. Leaders have successfully defined staff's roles and responsibilities. The School Development Plan (SDP) continues to evolve and is increasingly more precise. The % of FSM6 children 2.02% and the % of Service Children is diminishing and stands at 4.04%. The % of FSM is 0.2% and the % of children whose first language is not English is 2.02%. The SEND Register is currently 10.1%. The class structure can vary from one year to the next due to cohort sizes. In the academic year 2019-2020 the classes were Preschool, R/Y1, Y2, Y3/Y4 and Y5/Y6. In the academic year 2020 - 2021 the classes are: Preschool, R, Y1/Y2, Y3/Y4 and Y5/Y6.

<b>Whole School Action: The Quality of Education</b>	<b>Led by:</b>
The continued pursuit of excellence to successfully create an ambitious and well-designed curriculum which ensures ALL pupils acquire the knowledge and cultural capital they need to succeed in life.	Kevin Moloney and Laura Haswell Jo Johnson / Rebecca Gleghorn - EYFS

<b>Overview of Key Priorities:</b>
<ul style="list-style-type: none"> <li>• Systematic and rigorous programme of phonics embedded across EYFS and KS1.</li> <li>• Embed a thorough and systematic approach to teaching Reading across EYFS &amp; KS1.</li> <li>• Continued development of Guided Reading across school ensuring effective questioning develops reading skills and comprehension.</li> <li>• To continue to ensure Reading is taught consistently across the whole school and skills are embedded throughout, fostering a pupils love of books.</li> <li>• Coherently planned curriculum leading to pupil outcomes being above National</li> <li>• To secure improvement in diminishing differences with progress and attainment of disadvantaged pupils.</li> <li>• To ensure pupils attain the best outcome by targeted and individual support.</li> <li>• Teaching staff to produce progression maps in Geography, History, Computing, Music, Art and RE</li> <li>• To further embed Beach Schools and other outdoor learning activities</li> </ul>

<b>Proposed Outcomes</b>
<ul style="list-style-type: none"> <li>• Teachers plan and deliver effective Early Reading sessions in EYFS &amp; KS1.</li> <li>• Ensure teaching of Phonics and Reading observed is consistently good.</li> <li>• To strengthen pupils' early reading skills by ensuring that they have access to a systematic and rigorous programme of phonics teaching.</li> <li>• The % of pupils attaining the <b>phonic standard</b> in Year 1 and the re-test in Year 2 are 100%.</li> <li>• <b>ALL</b> Pupils to achieve knowledge and skills for future learning.</li> <li>• To continue to diminish any differences in the progress and attainment of disadvantaged pupils.</li> <li>• End of year expectations in <b>Year 2</b> and <b>Year 6</b> are above National expectations.</li> <li>• Combined <b>R, W &amp; M</b> for Year 6 is at above National.</li> <li>• Ensure Reading attainment in KS1 is in line / above National expectations</li> </ul>

<b>Whole School Action: Behaviour &amp; Attitudes</b>	<b>Led by:</b>
To be judged as 'outstanding' as leaders and staff create a safe, calm, orderly and positive environment which impacts on the behaviour and attitudes of pupils.	ALL STAFF

<b>Overview of Key Priorities:</b>
<ul style="list-style-type: none"> <li>• Raise Attendance for all groups across school</li> <li>• Parents, staff and pupils are positive about behaviour and safety</li> <li>• All pupils are achieving well due to positive attitudes and commitment to education</li> <li>• Bullying incidents are rare</li> </ul>

<b>Proposed Outcomes</b>
<ul style="list-style-type: none"> <li>• Attendance for all groups is increased</li> <li>• Pupils value their education and absence rates reduce across the whole school</li> <li>• Staff follow the whole school behaviour policy – November 2019</li> <li>• Any form of <b>Bullying</b> incidents are dealt with quickly and effectively</li> </ul>

<b>Whole School Action:</b> <b>Personal development</b>	<b>Led by:</b>
<b>To be judged as ‘outstanding’ as leaders and staff promote the extensive personal development of pupils.</b>	Kevin Moloney

<b>Overview of Key Priorities:</b>
<ul style="list-style-type: none"> <li>• Ensure pupils adopt healthy lifestyles and understand the need for an active life</li> <li>• Pupils understand how a healthy active lifestyle impacts on their physical and mental well-being</li> <li>• Implement a whole school PSHE curriculum using PSHE Association</li> <li>• Implementation of RSE across school</li> <li>• Pupils are prepared for life in modern Britain</li> <li>• Learners to develop an awareness and understanding of diversity within society</li> </ul>

<b>Proposed Outcomes</b>
<ul style="list-style-type: none"> <li>• Pupils are equipped to be thoughtful, caring and active citizens in school and in public life</li> <li>• Effective use of sport funding</li> <li>• Pupils engaged in a revised PSHE curriculum</li> <li>• All learners to be respectful of diversity within society</li> <li>• Pupils are prepared for life in modern Britain</li> </ul>

<b>Whole School Action: Leadership &amp; Management</b>	<b>Led by:</b>
<b>The continued pursuit of excellence to successfully create a culture of high expectations which has a positive impact on pupils as well as recognising the need for staff CPD</b>	K Moloney

<b>Overview of Key Priorities:</b>
<ul style="list-style-type: none"> <li>• To secure substantial improvement on teachers subject knowledge and pedagogical approaches</li> <li>• All staff to have an in-depth knowledge of the subject they lead and how well pupils remember and acquire knowledge</li> <li>• All leaders to contribute to effective teaching and learning.</li> <li>• Recently recruited governors to be trained to assist the school moving forwards</li> <li>• Staff well-being is a priority</li> </ul>

<b>Proposed Outcomes</b>
<ul style="list-style-type: none"> <li>• Quality of teaching is highly effective across school with precise professional development that encourages, challenges and supports.</li> <li>• Staff report high levels of support for well-being issues</li> </ul>

<b>Whole School Action: Early Years Education</b>	<b>Led by:</b>
To ensure children in Early Years are 'school ready'.	Jo Johnson / Rebecca Gleghorn

<b>Overview of Key Priorities:</b>
<ul style="list-style-type: none"> <li>• Outstanding practice observed in the EYFS – by providing stimulating and engaging learning environment both in and outside.</li> <li>• Reading is a priority – children taught to read effectively – focussed adult directed teaching.</li> <li>• Provision and planning provides range of opportunities to write and mark-make</li> </ul>

<b>Proposed Outcomes</b>
<ul style="list-style-type: none"> <li>• School <b>GLD</b> is in line with National GLD.</li> <li>• Improved reading and writing outcomes through specific and targeted interventions for lowest 20%</li> </ul>