



Moordown St. John's Church of England Primary School

School Development Plan Jan 2022 – Dec 2022 (Note – the development plan covers a calendar year)

Contextual Information

Number of pupils on roll	420	% Free School Meals	15.2%	% of children with EHCP	2.3%
% of pupils eligible for PP	17.3%	% English as an Additional Language	16.4%	% of children "Looked After"	0.7%

This is a working document, which is regularly reviewed as part of our School Self-Evaluation Cycle.

Introduction

This development plan has been compiled with the aim of ensuring that the priorities identified will further improve the learning outcomes for children. It has also been designed to support coronavirus recovery, as well as reflecting our school values of:

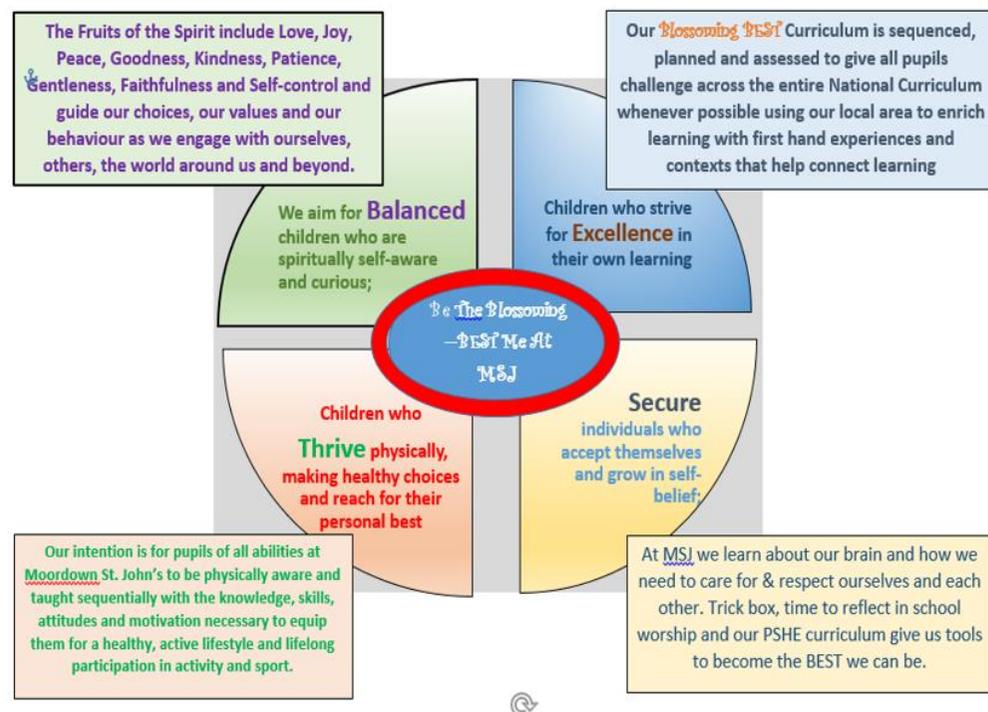
Balanced – *Excellence* – *Secure* – *Thriving* (BEST), these underpin all that we do and influence all our actions.

The 2022 plan targets areas for improvement based on the following:

1. The quality of education in the curriculum (*Excellence Thriving*)
2. Personal development (*Balanced Secure*)
3. Inclusion (*Balanced/Secure*)
4. Leadership and Management (*Excellence Secure*)
5. Early Years (*Balanced Secure*)
6. The impact of the pandemic (*Secure Thriving*)
7. Language comprehension and reading (*Excellent Thriving*)
8. Distinctive Christian ethos (*Balanced/Secure*)



At MSJ we value the whole child and aim to nurture their spiritual, cognitive, emotional and physical sides to be the **Blossoming-BEST** they can be!



"At MSJ we want to empower young people to take on the world and be the BLOSSOMING-BEST version of themselves" (MSJ staff meeting Oct 2019 & Jul 2020)

School Improvement Objectives

Objective 1	To continue to develop and improve the quality of the curriculum throughout the school by facilitating rich curriculum opportunities to enable all children to thrive.
Objective 2	To develop children's social and emotional resilience, together with their wellbeing in all aspects of school life
Objective 3	To enhance the teaching and learning environment by listening and acting upon pupil voice, focusing on minority and vulnerable groups.
Objective 4	To develop leadership capacity by providing wider opportunities for middle and senior leaders
Objective 5	To ensure that all areas of the revised EYFS curriculum nurtures, engages, motivates and promotes a sense of achievement and a commitment to independent learning.
Objective 6	To implement effective catch-up strategies to ensure good progress and outcomes for all pupils
Objective 7	To enable all children to communicate effectively through spoken language, decoding, comprehension and through writing
Objective 8	To strengthen opportunities for pupils to take action and develop advocacy skills
Objective 9	To ensure that there is a high quality of Religious Education at MSJ, so that pupils are prepared to critically engage with the impact that religion has on society and culture

Objective 1: To continue to develop and improve the quality of the curriculum throughout the school by facilitating rich curriculum opportunities to enable all children to thrive

Actions	Person Responsible	Budget/ Resources	Monitoring	Success Criteria
Develop a rota to enable all subject leaders to complete intent, implementation and impact statements for their subjects	GA	Release time	Regular meetings with subject leaders	Intent, implementation and intent statements to be completed for all subjects by Sept 2022
Develop a rota to enable all subject leaders to monitor the quality of their subject	GA	Release time	Regular meetings with subject leaders	All subject leaders to have conducted monitoring and have an action plan in place by Sept 2022
Develop the use of knowledge organisers as an effective way of supporting subject specific understanding and oracy	All subject leaders			
Establish effective links with Board Directors and Subject Leaders to enable the directors to have a key role in the curriculum and support the delivery of a quality first curriculum	GA/AS	NA	AS to link specific Directors to areas of the curriculum	By Dec 2022 Link Directors to be linked to areas of the curriculum; to be in communication with Subject Leaders and to have a shared improvement strategy

Objective 2: To develop children's social and emotional resilience, together with their wellbeing in all aspects of school life

Actions	Person Responsible	Budget/ Resources	Monitoring	Success Criteria
To enrol SMHL on suitable and accredited course.	SG	£900 (DfE Funding for SMHL)	Coaching and mentoring with SLT	SMHL establishes and embeds vision for supporting pupil wellbeing
To enrol new ESTA on suitable course.	SG	TBC	Coaching and mentoring with SMHL	Effective pupil intervention which develops children's social and emotional resilience
To identify and implement a new screening tool to ensure pupils can access early intervention.	SG	TBC	Meeting notes and Purchase requests	All pupils across the school to be enabled to have access, if necessary to further support their social and emotional resilience
To establish effective entry and exit criteria for pupil referral interventions.	SG	TBC	Pupil referral meeting staff notes	The identification and impact of emotional interventions will ensure their effectiveness for all pupils
To enhance the wellbeing of the school community by listening and acting upon pupil voice and the feedback from other stakeholders.	SG	Time to analyse data and develop strategies	Establish regularity of reviewing the voice of stakeholders	All stakeholders will be empowered and willing to talk about what they find difficult and the school will recognise their needs
To embed teaching and learning of Trick Box throughout the school through a process of monitoring and reviewing current provision and providing feedback and training	SG	Staff training time	Quality of Curriculum Staff feedback and staff meeting notes	All children in the school to develop their emotional literacy by utilising age appropriate 'trick box' strategies
To research and purchase new resources for pupil emotional support interventions	SG	£250 (LA Mental Health Funding)	Review up to date publications and resources	There will be an effective range of emotional interventions available to meet the needs of the pupils

Objective 3: To enhance the teaching and learning environment by listening and acting upon pupil voice, focusing on minority and vulnerable groups

Actions	Person Responsible	Budget/ Resources	Monitoring	Success Criteria
Establish which vulnerable groups will be focused on	EM	none	List of groups and children within groups to be held by EM	Three vulnerable groups to be focused on
Set up vulnerable groups and establish which staff member will work with each group	PM	none	List of groups and staff member to be responsible	Groups set up and meeting
Hold group meeting and decide on an action plan to be completed for each group	PM	none	Meeting notes	Action plan decided upon and being actioned
Questionnaires to staff about levels of confidence in teaching children with SEND	PM	none	no monitoring required once relevant information is gained	Staff able to express needs for additional training and then change practise through additional training
Questionnaires to children to gain views about provision and access to support	PM	none	no monitoring required once relevant information is gained	Children empowered and willing to talk about what they find difficult and what can help them
Research current dyslexia friendly and ASD friendly resources and strategies	PM	none	none required	Up to date, appropriate for the children and relevant resources available in school
Share above with children	PM	none	none required	Up to date, appropriate for the children and relevant resources available in school
Children to help select appropriate new resources and strategies	EMPM	funding for purchase of new resources approx. £500	meeting notes and purchase requests	Up to date, appropriate for the children and relevant resources available in school
Feedback to staff and any relevant staff training	EM/PM	release time for EM and PM to plan	Staff feedback and staff meeting notes	Monitoring of classrooms – checklist followed
Checklist created and classroom monitoring	EM/PM	release time	Monitoring notes and feedback	Monitoring of classrooms – checklist followed

Objective 4: To develop leadership capacity by providing wider opportunities for middle and senior leaders

Actions	Person Responsible	Budget/ Resources	Monitoring	Success Criteria
Address leadership potential through appraisal, and suitable staff for leadership training.	GA	Government funding	Ensure regular mentor meetings and support in place for staff	All staff identified to successfully complete leadership course
Enrol staff on suitable and accredited courses.	Identified staff/GA			
Ensure those developing their leadership abilities are enabled by leading school development projects.		TBC	SIC development plans	
Ensure effective transition between HT and Acting HT	PH/GA/AS	NA	Regular meetings with identified actions during summer term	Acting HT and DHT to be fully established by Sept 2022
Ensure the staffing structure of the senior leadership team meets the needs of the school.		Ensure salary is included in school budget	Staffing skills audit	PT AHT to be in place by Sept 2022

Objective 5: To ensure that all areas of the revised EYFS curriculum nurtures, engages, motivates and promotes a sense of achievement and a commitment to independent learning.

Actions	Person Responsible	Budget/ Resources	Monitoring	Success Criteria
Full training of EYFS team in making pupil observations	HF	TBC	HF to schedule training sessions	All EYFS staff to be fully competent in EYFS observations
To fully develop the EYFS curriculum in line with Development Matters 20/21	HF/GA	HF release time	SLT to review curriculum, learning walks	By end of 21/22 an EYFS curriculum to be in place which promotes independence through play and enables all children to reach their appropriate developmental milestones
Develop an effective assessment system for EYFS	HF/GA	TBC	Work with data provision company to develop software	Bespoke software, which works alongside existing assessment software to be developed and in place by Sept 2022

Objective 6: To implement effective catch-up strategies to ensure good progress and outcomes for all pupils

Actions	Person Responsible	Budget/ Resources	Monitoring	Success Criteria
Ensure that appropriate children are identified through rigorous progress review.	PH/GA/EM/SG	NA	Progress meetings	All children in need of intervention are scheduled to have additional support. Target PPG
Increase staff capacity to meet the increased need for intervention.		0.5 HLTA x 2	Weekly planning meetings, termly progress meetings, annual report to directors	HLTA x 2 to be fully trained and be delivering effective interventions
Train staff through use of the National Tutoring programme.		NA	Weekly reviews with HLTA x 2	Reviews of provision to show high standard of quality intervention
Organise and timetable groups		NA	Effective database to be maintained	All timetables to run effectively
Quality assure the effectiveness of the provision and regularly review		TBC	Regular monitoring at progress checking	An effective impact strategy to be in place by Sept 2022

Objective 7: To enable all children to communicate effectively through spoken language, decoding, comprehension and through writing

Actions	Person Responsible	Budget/ Resources	Monitoring	Success Criteria
Curriculum focus on speaking and oracy	MOG	Staff meeting	Subject Leader and monitoring	Each discipline to have identified key vocabulary for units taught
English curriculum to be fully updated	MOG/JP/KG	Curriculum budget	Each subject leader to review aspects under their responsibility	Full review of English curriculum to be in place by 2022
Develop a system to support spelling by following up on errors	MOG	Curriculum budget	Subject leader to review aspects under their responsibility	MOG to introduce follow up system by Dec 2021
Review phonics schemes	JP	£1500	JP to fully evaluate all government approved phonics schemes	New phonics scheme to be in place by Sept 2022
Develop the school library and employ a PT Librarian	KG	To be included in main school budget	Planning meetings for library and JD for librarian	Librarian to be in place by Sept 2022. Plans for library to be in place by Sept 2022
To ensure that there is effective reading provision for all children	KG	Book purchase to be considered	KG to monitor reading provision in class and evaluate effectiveness. KG/JP to fully evaluate reading provision in line with phonics	By Dec 2022 a complete evaluation of the reading evaluation in school to be completed and a plan in place for next steps

Objective 8: To strengthen opportunities for pupils to take action and develop advocacy skills

Actions	Person Responsible	Budget/ Resources	Monitoring	Success Criteria
To re-establish the school parliament.	SG/GA	250.00	Regular parliament meetings. Collective worship. Interleaving in the curriculum. Quality of curriculum	All the pupils across the school will have a voice and be part of the decision making process in the school.
Form an effective link with a local, national and international charity.		nil		Pupils will plan actions to directly address causes and symptoms of particular situations.
To form effective partnerships with the Moordown, Winton and Charminster communities.		nil		Successfully working on a joint advocacy project in the local area.
Developing critical thinking about the work of charities.		Nil		There will be evidence that each parliamentary group will have sought to address and adverse circumstance

Objective 9: To ensure that there is a high quality of Religious Education at MSJ, so that pupils are prepared to critically engage with the impact religion has on society and culture

Actions	Person Responsible	Budget/ Resources	Monitoring	Success Criteria
Review the quality of RE as part of the leadership handover.	PH/GA/SG	NA	Cyclical monitoring by RE leaders	To be completed by spring 1, 2022; an evaluative report produced with next steps identified
Ensure the September diocesan training on Understanding Christianity is embedded into the curriculum.		NA		Year group RE overviews and RE curriculum maps to be reviewed by each year group and updated by Feb 2022
Ensure a new RE Director is appointed (liaise with AS).		NA		Acting RE leads to meet with Director in spring term.
Lead in-house staff training on critical thinking and higher order questioning in RE.		Time to prepare		Review books, learning walks, pupil interviews in summer 2 - to ensure this is embedded within the RE provision and to ensure that deeper thinking is demonstrated in learning.
Ensure inclusivity in RE for all pupils.				As part of staff training, reinforce the need to deliver multi-sensory approaches in the teaching of RE, so it is accessible to all learners, and the curriculum provision is not over reliant on written tasks.