

The Context of the 2020 - 21 School Development Plan (SDP) Stillington Community Primary School

This plan is a result of the whole school development planning meeting held in July 2020 and self-evaluation by SLT. At the planning meeting, staff and governors reviewed the previous year and helped to develop this year's plan. All staff have contributed to the priorities and have a copy of the SDP which is discussed at staff meetings and briefings. Governors and the Senior Leadership Team (SLT) will monitor the ongoing success & any developments are reported to the appropriate committees & full GB termly during the academic year 2020 - 21.

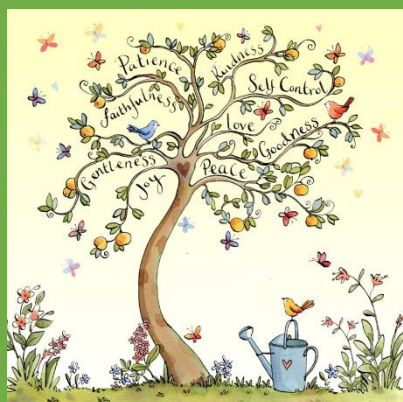


Stillington Community Primary School – 3 Year Strategic Overview

Our Vision

Love, Learn and Grow Together.

At Stillington Community Primary School our commitment to promoting inclusivity, affirming diversity, embracing community and inspiring creativity is rooted in the core values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. These core values are fostered in the pupils and staff building an ethos where all can flourish.



| Area | Vision for The Future | 2020 - 21 | 2021 - 22 | 2022 - 23 |
|--------------------------------|--|--|--|--|
| Quality of Education | <p>To develop a curriculum in line with our vision that:</p> <ul style="list-style-type: none"> • Ensures Inclusion • Celebrates diversity • Encompasses the community • Opens up the world • Builds on skills • Fosters and develops aspirations • Is led by the children • Encourages creativity • Ensures excellent progress for all | <p>Design and implement Stillington's unique curriculum</p> <p>Develop teachers planning and delivery of high-quality teaching across all areas the curriculum to ensure good progress and attainment for all</p> <p>Development of SEND / vulnerable provision</p> <p>Introduce RSE curriculum</p> <p>Prepare for federation with Foston and Terrington</p> | <p>Focus on community and enterprise in the curriculum</p> <p>Prepare for provision of PE in light of funding changes</p> <p>Federate with Foston and Terrington</p> | <p>Focus on developing technology across the federation</p> <p>Review and evaluate PE provision and plan next steps</p> <p>Review and evaluate RSE provision and plan next steps</p> |
| Behaviour and Attitudes | <p>Through the school values and ethos children grow as caring tolerant and resilient learners</p> | <p>Implement new behaviour management strategy across three schools</p> <p>Develop strong behaviours for learning strategies</p> | <p>Review and evaluate</p> <p>Plan steps to aim for outstanding behaviour</p> | |

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| <p>Personal Development</p> | <p>To immerse our children in opportunities to develop SMSC in order to develop an understanding of themselves, others and the world.</p> <p>To provide outstanding opportunities that foster and develop high expectations</p> | <p>Research, plan and implement opportunities for SMSC across the curriculum and share with all stakeholders</p> <p>Healthy and Active Lifestyles</p> | <p>British Values review and further implementation</p> | |
| <p>Leadership and Management</p> | <p>To develop inspirational school leaders of the future</p> <p>To develop a curriculum that meets the needs of all learners</p> <p>Ensure the strategic planning of school is led by our vision and reflects our core values</p> | <p>Develop capacity for middle leadership across the 3 schools initially with f and t coordinators</p> <p>Redesign curriculum in line with federation with a uniqueness to Stillington</p> <p>To develop effective monitoring to further aid rapid school improvement (including governance)</p> <p>Explore marketing strategies and develop opportunities for prospective starters and parents</p> | <p>Seek outstanding practice to review our curriculum.</p> <p>Develop further links with community – nurseries, secondary schools and businesses</p> | <p>Review staffing and plan for succession</p> |
| <p>EYFS</p> | <p>To foster a creative and motivating learning environment that encourages children to be:</p> <ul style="list-style-type: none"> • Creative • Imaginative • Problem solvers • Resilient learners • Explorers • Caring individuals • Confident | <p>Develop an interest led curriculum that meets the needs of our learners and has clear outcomes and non-negotiables for all staff</p> <p>Development of vocabulary</p> <p>Enabling all adults to promote progress through an effective learning environment</p> | <p>Research and implement opportunities for community, innovation and enterprise</p> <p>Implement new EYFS framework</p> | |
| <p>Other Areas</p> | <p>To continue to move towards federation</p> <p>Improve Ofsted out comes</p> | <p>To achieve an at least requires improvement Ofsted judgement</p> <p>To develop nursery provision</p> <p>Plan for federation</p> | <p>Increase pupil numbers through marketing and community involvement</p> | <p>To achieve an at least good Ofsted judgement</p> <p>Explore 3 classes at Stillington</p> |

Main Improvements and Developments Planned for 2020 – 21

Priority 1 – Quality of Education

Ofsted Targets Jan 19 - Rapidly improve the quality of teaching and learning, so that pupils, including disadvantaged pupils, make the progress of which they are capable, by ensuring that:

- gaps in pupils' knowledge caused by prior weaknesses in the quality of teaching are addressed swiftly, particularly in key stage 2
- teaching challenges pupils, particularly the most able pupils, to make good progress
- the assessment of pupils' progress is accurate to ensure that tasks match the different ages and abilities of pupils, including those with SEND.

New Ofsted Criteria Sept 2020 - Key Areas: Curriculum, Assessment, SEND, Reading, Maths, Writing

- a) **Sequenced Curriculum:** Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- b) **Assessment:** Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
Teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- c) **SEND** - The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Pupils with SEND achieve the best possible outcomes.
- d) **READING:** Reading is prioritised to allow pupils to access the full curriculum offer.
A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
Pupils read widely and often, with fluency and comprehension appropriate to their age.
- e) **MATHS** - They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.
- f) **WRITING, HANDWRITING AND SPAG** - Pupils' work across the curriculum is of good quality.

Priority 2 – Behaviour and Attitudes - New Ofsted Criteria Sept 2020

- a) **BEHAVIOUR:** The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- b) **BEHAVIOURS FOR LEARNING:** Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

Priority 3 – Personal Development - New Ofsted Criteria Sept 2020

- a) **HEALTHY LIFESTYLES:** Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- b) **BRITISH VALUES:** The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Priority 4 – Leadership and Management

Ofsted Targets Jan 19 - Urgently rectify the weaknesses in leadership and governance, by:

- establishing capacity in leadership at all levels in the school
- ensuring that governors rigorously hold the school to account for implementing actions to improve pupils' progress in reading, writing and mathematics.

New Ofsted Criteria Sept 2020

- CURRICULUM INTENT:** Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- MIDDLE LEADERSHIP:** Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- STAKEHOLDER INVOLVEMENT AND MARKETING:** Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- GOVERNANCE:** Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

Priority 5 –Early Years Provision

Ofsted Targets Jan 19 - Improve the progress of children in early years, including those who are capable of exceeding the early learning goals, by ensuring that teaching challenges children consistently well to consolidate and extend their skills and knowledge

New Ofsted Criteria Sept 2020

- READING:** In Reception children secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- VOCABULARY** There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively.
SEND: The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.
- STAFF DEVELOPMENT:** Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children.
TEACHING AND LEARNING: Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- MATHS:** Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- ENVIRONMENT:** Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- HEALTHY LIFESTYLES:** Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.