

Chapel Street Community Primary School

School Development Plan



2019 - 2020

Vision: Trusting relationships where everyone can thrive. Curriculum worth coming to school for. Learning worth working hard for.

Mission: Respect everyone; Grow together

Values: Respect, inclusion, growth

Monitoring and evaluation

Autumn term			Spring term			Summer term		
SLT: 25.11.19	QA: 12.11.19	FGB: 09.12.19	SLT: 02.03.19	QA: 02.03.20	FGB: 23.03.19	SLT: 08.06.19	QA: 18.05.19	FGB: 22.06.19

School context

Number of pupils on roll	685	Pupil premium (PP)	29%	Looked After Children (LAC)	0.6%
English as additional language (EAL)	85%	Non-white British	94%	Boys / Girls	53% / 47%
SEND	12%	SEN support	10%	Education Health Care (EHC) plan	2%
Overall absence	5%	Persistent absence	12%	Unauthorised absence	12%
Date of most recent Ofsted inspection	June 2019	Most recent Ofsted grading	Good	Next Ofsted due (Section 8)	June 2023

Key areas for improvement from most recent Ofsted inspection (June 2019)	<ul style="list-style-type: none"> Further improve the quality of teaching in the early years by ensuring that teachers consistently plan free-choice activities that consolidate children's early literacy and number skills. Further strengthen the quality of teaching, and thereby outcomes for pupils, by ensuring that the recent improvements in writing are embedded and sustained over time. Enhance the quality of leadership and management of the school by strengthening subject leaders' skills so that they have an even greater positive impact on teaching, learning and assessment.
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Key staffing issues	<ul style="list-style-type: none"> Long-term absence of headteacher – since May 2019. KS1 Phase lead starting in January 2020 – supply teacher to cover in Year 2 class for Autumn term. New middle leadership structure from September 2019 with Phase leads (EYFS, KS1, LKS2 and UKS2). New deployment of TAs from September 2019 – including reduced numbers and increased cover responsibilities. Financial implications of staff absence – both short and long term – and changes to funding.
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Strategic goals: 2019 - 2024

Priority area	1. Quality of education	2. Outcomes	3. Holistic development	4. Leadership	5. Community
Aim	Teach a high quality curriculum that meets the needs of all our learners.	Improve outcomes so all pupils leave our school ready for the next stage of their education.	Develop resilient individuals with positive mental and physical health.	Deliver continual improvement through nurture, challenge and highly effective systems.	Unite a compassionate community that works together for shared goals.

Operational objectives: 2019 - 2020

Priority area	Key objectives	Key Performance Indicators (KPIs)
Quality of education	<p>a. Curriculum: Further strengthen the coherence and sequence of teaching in English to have an even greater impact on writing.</p> <p>b. Subjects: Further develop the sequencing of knowledge and skills, within the geography curriculum, to improve outcomes for pupils.</p> <p>c. Teaching & learning: Eradicate gaps in pupils' basic knowledge and skills, from prior year groups.</p> <p>d. AfL: Identify and address gaps in teacher subject knowledge for the core subjects.</p> <p>e. Assessment: Improve accuracy and impact of assessment information.</p> <p>f. Environment: Enhance the quality of shared learning spaces, in KS2, to reflect high quality environments within classrooms.</p> <p>g. Resources: Provide and display a broad range of high quality and stimulating texts that encourage reading for pleasure in KS2.</p> <p>h. Pupil groups: Identify and address underachievement for a target group of pupils.</p> <p>i. Reading: Further improve pupils' resilience, stamina and enjoyment of reading.</p> <p>j. EYFS: Further strengthen quality of teaching, learning & provision across EYFS to improve outcomes for all.</p>	<ul style="list-style-type: none"> • Self-assess using Ofsted criteria as 'Good' for 'Quality of education'. • One Education Reading Award – Bronze • afPE Quality Mark • GLD: 70% (National = 72%, 2019 = 60%, End of Nur = TBC%) • Phonics Y1: 82% (National = 82%, 2019 = 80%) • Phonics Y2: 92% (National = 92%, 2019 = 92%, End of Y1 = 80%) • End of KS1 stable cohort to be in line with National for all areas. • KS1 R EXS: 65% (National = 75%, 2019 = 65%, End of Y1 = 63%) • KS1 R HS: 13% (National = 25%, 2019 = 13%, End of Y1 = 27%) • KS1 W EXS: 62% (National = 69%, 2019 = 56%, End of Y1 = 61%) • KS1 W HS: 12% (National = 15%, 2019 = 7%, End of Y1 = 12%) • KS1 M EXS: 69% (National = 76%, 2019 = 63%, End of Y1 = 68%) • KS1 M HS: 17% (National = 22%, 2019 = 13%, End of Y1 = 16%) • KS1 RWM EXS: 55% (2019 = 50%, End of Y1 = 58%) • KS1 RWM HS: 10% (2019 = 3%, End of Y1 = 9%) • End of KS2 stable cohort to be closer to National than 2019 for all. • KS2 R EXS: 60% (National = 73%, 2019 = 53%, End of Y5 = 48%) • KS2 R HS: 15% (National = 27%, 2019 = 13%, End of Y5 = 6%) • KS2 W EXS: 55% (National = 78%, 2019 = 54%, End of Y5 = 34%) • KS2 W HS: 5% (National = 20%, 2019 = 7%, End of Y5 = 1%) • KS2 M EXS: 66% (National = 79%, 2019 = 66%, End of Y5 = 44%) • KS2 M HS: 15% (National = 27%, 2019 = 24%, End of Y5 = 11%) • KS2 RWM EXS: 45% (National = 65%, 2019 = 44%, End of Y5 = 33%) • KS2 RWM HS: 3% (National = 11%, 2019 = 6%, End of Y5 = 0%) • How progress will be measured is still unknown.
Outcomes	<p>Further strengthen the quality of teaching, learning and provision to improve outcomes for all pupils.</p> <p>a. EYFS: Across EYFS.</p> <p>b. Phonics: Across EYFS and KS1 in phonics.</p> <p>c. End of KS1: Across KS1.</p> <p>d. End of LKS2: Across LKS2.</p> <p>e. End of UKS2: Across UKS2.</p>	
Holistic development	<p>a. Transition: Eradicate the historical 'dip' in attainment when children move to KS2.</p> <p>b. Behaviour: increase capacity, understanding and skill for responding to behavior, across all groups of staff.</p> <p>c. PSHCE: Implement a PSHCE curriculum that is fit-for-purpose and supports holistic development of all our children.</p> <p>d. Pastoral: Further develop children's character – including resilience, confidence and independence.</p> <p>e. Attendance: Maximize opportunity for progress with learning by working towards all children arriving in school on time.</p>	<ul style="list-style-type: none"> • Self-assess using Ofsted criteria as 'Good' for 'Behaviour and attitudes' and 'Personal development'. • Attendance overall 96% or better. • Accurate assessment information shows sustained improvement from end of KS2 outcomes through to year 3 – in core subjects. • A new 'relationship based' behaviour policy is ready for implementation from September 2020.
Leadership	<p>a. Governance: Secure strategic impact of the governing body.</p> <p>b. SLT: Sustain consistency and impact of SLT during period of significantly reduced capacity.</p> <p>c. MLT: Develop the knowledge, skills and understanding needed for middle leaders to be fully effective in their roles.</p> <p>d. Pupils: Improve opportunities for genuine pupil voice and leadership.</p> <p>e. Coaching: Further enhance quality and impact or professional development for staff.</p> <p>f. Safeguarding: Increase pupil understanding of safeguarding topics relevant to our context and community.</p> <p>g. Workload & wellbeing: Develop an effective and innovative wellbeing strategy for the school.</p>	<ul style="list-style-type: none"> • Self-assess using Ofsted criteria as 'Good' for 'Leadership and management'. • Governing body is at full quota. • School continues to improve during the long-term absence of the headteacher. • Wellbeing strategy is ready for implementation in September 2020. • Successful accreditation with Safety Mark.
Community	<p>a. Parents: Engage higher numbers of parents to have positive impact on school improvement.</p> <p>b. Cohesion: Unite the community in supporting implementation of a fully inclusive SRE curriculum that meets the needs of our pupils.</p> <p>c. Partnerships: Increase capacity across school through effective partnerships.</p>	<ul style="list-style-type: none"> • Successful accreditation with LPPA award. • SRE curriculum ready implemented September 2020 is fully compliant with statutory requirements and supported by parents. • All year 3 pupils have accessed Forest School provision with positive impact on their resilience, confidence and independence.