

NORTH CRESCENT PRIMARY SCHOOL

School Development Plan - Detailed 2023 - 2024

Targets derived from NCPS Ofsted May 2022

Target 1	To implement the curriculum to match its intent.
Target 2	To have a targeted focus on Early Reading.
Target 3	To have a targeted approach towards ensuring all pupils, including EYFS, practise, remember and apply their knowledge and skills.
Target 4	To improve the quality of teaching and learning to a consistently good level across the primary.
Target 5	For leadership at all levels, including governance, to robustly monitor and evaluate actions being taken to improve the quality of education for all pupils.

SEAMAT Drivers

Driver 1	Reading and words	Early speech and language, early reading, explicit vocabulary teaching, levelling up language, reading culture, high quality texts, oracy, celebration of languages
Driver 2	Leaders and edges	Effective and targeted governance, leadership development (current and succession), community connections, strengths based culture (a culture of opportunity), cross trust links and development, education connections, subject leadership
Driver 3	Equity	Children getting the support they need, staff getting the support they need, governors getting the support they need. SEND, Pupil Premium strategy, ECT support, training programmes, safeguarding and social support, governance support.
Driver 4	Pedagogy	The art and craft of teaching - how knowledge and skills are imparted
Driver 5	Policy in action	SLT becoming portfolio holders, UNICEF rights of the child, Eco Schools and the three PPs (petrol, plastic, produce), effective probation/induction, finance and operations, communications, Code of Conduct with high standards everywhere, clean and clear environments, cross trust projects and engagement, supportive ambassadorial governance

Summary SDP

OBJECTIVES		SUMMARY ACTIONS
Reading and words		Governors: Susan Matthews and ?new gov
Ofsted Targets May 2022	Targets 1-5 as above.	<ul style="list-style-type: none"> • Mentoring of teaching staff to deliver highly effective phonic teaching • Embed Monster Phonics assessment system • Implement a robust phonic intervention program • Implement a robust monitoring system, including Learner Impact Discussions • Act upon outcomes of monitoring • Targeted approach on lowest achievers and those with gaps
Area of potential focus	To fully embed our English strategy	<ul style="list-style-type: none"> • Embed teaching of GPS skills across the curriculum • Targeted focus on improving spelling • Embed handwriting expectations across the curriculum • Embed writing expectations in literacy to ensure school wide consistency • Embed phonic teaching, including interventions, to ensure school wide consistency

Detailed SDP

Reading and words				
Responsible: C Hook, G Elson, SENco and assigned LSB Governors				
Issue/wish	Actions - Implementation	What will success look like - Impact	Support and resources	Milestones and monitoring
Embed phonic teaching, including interventions, to ensure school	<ul style="list-style-type: none"> • Deliver phonic CPD specific to targeting those who fall into the lowest 20% • Provide peer to peer review opportunities for those delivering phonics sessions • Those who have yet to pass the phonics screen to be screened and scores monitored 	<ul style="list-style-type: none"> • KS1 Phonics screen percentages to increase • Lowest 20% of readers are 	Release time Access to Monster Phonics Workshops	Baseline 20% children Monster Phonics workshops to be delivered to parents in the Aut term

wide consistency	<p>half termly.</p> <ul style="list-style-type: none"> • To develop teaching and learning skills so that children can more confidently apply their phonics skills when writing. • Phonics workshops to be delivered to EYFS and Year 1 parents • Monitor Phonics outcomes at assessment checkpoints to provide early intervention to those who require it 	<p>targeted and make accelerated progress - to support closing their gaps.</p> <ul style="list-style-type: none"> • Children can make phonetically plausible attempts when attempting to spell new words. • Spelling across the school improves • Families feel more confident to support with reading and phonics at home. 		<p>Half Termly assessment to be monitored by reading & phonics lead</p> <p>Lowest 20% of readers progress to be tracked</p>
<p>Embed teaching of GPS skills across the curriculum</p> <p>For teachers to have a sound subject knowledge of Grammar & Punctuation for their year group.</p>	<ul style="list-style-type: none"> • Writing lead to share with staff year group knowledge organisers to ensure continuity of Grammar vocabulary across the school and knowing of year group expectations. • Support, advice and training sessions to be offered to staff on a 1:1 basis to allow support in their subject knowledge and the application of this in lessons. • 	<ul style="list-style-type: none"> • Teachers feel confident in their GPS knowledge and delivering good writing lessons that are built on application. • Pupil outcomes will increase in GPS NFERs/SATs papers. • Writing outcomes will improve across the school so that they are meeting or exceeding national headlines. 	Subject lead time CPD time	<p>Increase in NFER scores</p> <p>All staff had training</p> <p>Writing outcomes will increase</p>

<p>Embed teaching of GPS skills across the curriculum</p> <p>For teachers and support staff to develop their teaching & learning skills of GPS within English lesson to enhance pupil outcomes.</p>	<ul style="list-style-type: none"> • To review and adapt the teaching of GPS model and share this with staff. • Deliver the teaching of GPS CPD sessions to all staff. • Provide peer to peer review opportunities for those delivering good writing lessons with GPS embedded throughout. • Deliver CPD sessions with support staff on effective team teaching within a writing lesson. • Across trust writing moderation to compare GPS application within writing. • Build in opportunities to visit other schools to see good practice to support teachers. 	<ul style="list-style-type: none"> • GPS will not be stand alone but will be taught through the application of GPS within writing. • Pupil outcomes will increase in GPS NFERs/SATs papers. • Writing outcomes will improve across the school so that they are meeting or exceeding national headlines. • Teachers, Support Staff and children feel confident within writing lessons. • Team Teaching model will be adopted and continuously monitored and reviewed for CPD next steps. 	<p>Subject lead time CPD time</p>	<p>Increase in NFER scores All staff had training Writing outcomes will increase SATs will meet national standard in writing</p>
<p>Embed handwriting expectations across the curriculum</p>	<ul style="list-style-type: none"> • Deliver CPD opportunities to all staff. • Book in Occupational Therapy to support handwriting delivery (fine and gross motor). • Targeted interventions for identified pupils on school provision map. • Regular book monitoring with feedback specific to children's handwriting and presentation. 	<ul style="list-style-type: none"> • Teachers feel confident teaching handwriting. • Progress will be seen in books. • High expectations will be evident in all books. 	<p>Subject lead time CPD time Buy PenPal subscription</p>	<p>Handwriting will improve Teachers will feel confident in teaching of handwriting</p>

	<ul style="list-style-type: none"> • Ensure consistent approach to teaching handwriting across the school through bi-weekly learning walks. • Build in opportunities to visit other schools to see good practice to support English leads. • Invest in Penpals interactive handwriting scheme. 	<ul style="list-style-type: none"> • Teachers will have a consistent teaching approach to handwriting. • SEND pupils handwriting outcomes will improve to meet their personalised targets. 		
Targeted focus on improving spelling	<ul style="list-style-type: none"> • Spelling scheme to be sought, trialled, reviewed and implemented based on research. • Deliver CPD opportunities to all staff on the teaching of spelling. • SENCO to work with teachers to provide personalised support for children with literacy difficulties. • Build in opportunities to visit other schools to see good practice to support English leads. • Write spelling policy. • Ensure teaching of spelling is sequential and progressive. • Review timetabling of spellings. • Discuss teach vs testing of spellings. • Raise profile of spellings and of home learning. • Audit spelling resources. 	<ul style="list-style-type: none"> • New spelling scheme to begin to be implemented. • Spelling will be improved in pupils' writing. • Good spelling lessons will be taught. • Teachers will feel confident in teaching spelling. 	Subject lead time CPD time Superhero Spelling- buy subscription	Spelling will be improved in writing
Effective governance for literacy	<ul style="list-style-type: none"> • Robust program of Governor monitoring and feedback • Governors use Toolkit provided • Visit templates are implemented • Positives are reported at LSB meetings, along with areas for improvement/further questioning/further actions 	Governors are informed and report to each other Governors are enabled to effectively question theSLT to ensure that the SDP is being implemented fully and that the impact is being measured and	LSB time SLT time	Schedule in place and agreed at the first LSB mtg of the year. Visits and reports are in line with the schedule.

		used to inform practice.		
Curriculum Led Financial Planning	<p>Decisions to:</p> <ul style="list-style-type: none"> • appoint a teacher to enable our SENco to have protected release time • appoint a teacher to enable year 6 pupils to have a teacher in the afternoons • continue with a TLR for a Disadvantaged Champion • book for CPD for Midday Assistants - developing play • purchase resources to develop a pond area, vegetable plot, plant fruit trees and create a sensory, bug area, mud kitchen, climbing area and sand area. • AHT to develop an internal hub for inclusion as part of NPQH • AHT to install Nurture Nooks in each class base as part of mental health project for NPQH 			

Summary SDP

Leadership and Edges		Governors: Kevin Read and Sean Harlow
Ofsted Targets May 2022	Targets 1-5 as above.	<ul style="list-style-type: none"> Robust program of mentoring and CPD Robust monitoring and feedback procedures Robust subject leadership; action plans, monitoring and feedback & impact reports Robust program of Governor monitoring and feedback Trust support for LSB development
Area of potential focus	<p>To further develop internal and external communications.</p> <p>To improve the school's profile.</p> <p>To ensure monitoring systems are robust, and have impact.</p> <p>To increase revenue</p>	<ul style="list-style-type: none"> Fully implement the communication strategy Attendance at events Build relationships High focus on the quality of written work High focus on the quality of learning opportunities High focus on timely paperwork requests and submissions Take full advantage of possible lettings Open a school nursery

Detailed SDP

Leaders and edges				
Responsible: SLT, Teachers, Office administrators, SENco, Pastoral Lead. and assigned LSB governors				
Issue/wish	Actions - Implementation	What will success look like - Impact	Support and resources	Milestones and monitoring
To have a highly effective internal and external communication strategy	<ul style="list-style-type: none"> Review of Communication Strategy proposal Implementation of strategy Monitoring; surveys and line management Annual staff survey Annual parent survey 	<ul style="list-style-type: none"> Smooth running of events Increased positive profile in the public domain 	SLT time Office time	<ul style="list-style-type: none"> Annual surveys are positive Positive feedback from staff No complaints re

		<ul style="list-style-type: none"> • All visitors are expected and welcomed • Staff will feel informed, and in an 'agreed' timely manner. • Admin emails will be addressed on a daily basis thus promoting a positive response to others 		<ul style="list-style-type: none"> • not being informed • Positive feedback from families
For the school to have a positive profile in the community	<ul style="list-style-type: none"> • Promoting the school; social media, events, etc • Build relationships 	<ul style="list-style-type: none"> • Positive feedback amongst the community • Pupils joining our school who come for a tour • The school website reflects latest events, practice and policy 	Assigned staff Marketing Lead	<ul style="list-style-type: none"> • Our website will promote links with others • Others promote our school • Social Media promotes the school in action • Our pupils participate in local events
To increase revenue	<ul style="list-style-type: none"> • To investigate opening a school nursery • Take any steps required to achieve opening a school nursery • Hire the drama studio • Consider afternoon hires of the Playpen building • Advertise if we have un-let areas • Create and maintain a lettings calendar 	<ul style="list-style-type: none"> • Improved financial stability • Increase in money to spend on teaching and learning 	SLT time Office time Marketing/ advertising costs	<ul style="list-style-type: none"> • Nursery within the school • Hires increased • Lettings calendar in place is accessible to all
To ensure T&L monitoring systems are	<ul style="list-style-type: none"> • SLT to review and update our monitoring, assessment and events schedule • SLT to review and update our monitoring 	<ul style="list-style-type: none"> • Improved T&L is recognised by audit/Ofsted to be at 	SLT time Subject lead	<ul style="list-style-type: none"> • Monitoring of teaching shows ever increasing

robust, and have impact.	<p>templates and feedback systems</p> <ul style="list-style-type: none"> • Subject leads to undertake timely, accurate and supportive monitoring. • SLT meet regularly with SENco • The Literacy lead is to monitor handwriting, spelling and grammar, as well as composition. • Regular feedback on monitoring to staff with positives and next steps. • Twilight monitoring of peer teachers. • Effective ECT mentoring • Effective SCITT mentoring 	<p>least 'good'</p> <ul style="list-style-type: none"> • Books show 'good' or better literacy skills in every year group • Paperwork requests are known in advance and planned for; thus supporting staff wellbeing • EHC requests are timely and accepted for funding 	<p>time</p> <p>Cover time for subject leads</p> <p>Cover time for students</p>	<p>teaching standards</p> <ul style="list-style-type: none"> • Presentation of writing is ever increasing across all year groups • Literacy lead reports increasingly improving learner outcomes in books • SEND paperwork is in line with schedule
Effective governance for leadership	<ul style="list-style-type: none"> • Trust support for LSB development • Robust program of Governor monitoring and feedback • Governors use Toolkit provided • Visit templates are implemented • Positives are reported at LSB meetings, along with areas for improvement/further questioning/further action 	<p>Governors are informed and report to each other</p> <p>Governors are enabled to effectively question the HT.</p> <p>Governors are enabled to talk 'precisely' about the school's strengths and areas for development.</p>	<p>LSB time</p> <p>HT time</p>	<p>Schedule in place and agreed at the first LSB mtg of the year.</p> <p>Visits and reports are in line with the schedule.</p>

Summary SDP

Equity		Governors: Kevin Read and Sean Harlow
Ofsted Targets May 2022	Targets 1 to 5 as above.	<ul style="list-style-type: none"> To continue to tackle the rapid progress of all pupils working below their peers
Area of focus	<p>To support the wellbeing of stakeholders</p> <p>To enhance personalised SEND provision</p>	<ul style="list-style-type: none"> Create consistent Nurture Nooks in each classroom Promote parental mental health Develop the role of the school mental health lead/1st aider Implementation of new wellbeing surveys for pupils and staff Establish the new sensory room To create a SEND hub for personalised provision

Detailed SDP

Equity				
Responsible: SLT, SENco, Disadvantaged Champion, Pastoral Lead, Mental Health Lead and assigned LSB Governors				
Issue/wish	Actions - Implementation	What will success look like - Impact	Support and resources	Milestones and monitoring
To support the wellbeing of stakeholders	<ul style="list-style-type: none"> Wellbeing lead to complete Mental health lead training Wellbeing to complete Mental health first aider training Staff wellbeing surveys to be completed throughout the year with one in September to support returning to work. Wellbeing lead to order resources to create “nurture nooks” in each classroom Wellbeing support to be shared with parents/carers through emails and at events e.g parents evening 	<p>School based mental health lead (MHL) is in place</p> <p>MHL has completed mental health 1st aid</p> <p>Staff are retained</p> <p>Staff take responsibility for their wellbeing</p>	<p>Release time</p> <p>Resources for Nurture Nooks</p> <p>Resources for stands</p>	<p>Staff provide positive feedback</p> <p>Qualifications are achieved</p> <p>Wellbeing stands at events</p> <p>Nurture Nooks in classrooms</p>

	<ul style="list-style-type: none"> Wellbeing lead to implement wellbeing surveys (three houses approach) to Years 3, 4 & 5 	<p>Staff go to MHL for support/guidance</p> <p>Pupils use the Nurture Nooks to self-regulate/soothe.</p>		Staff have a good understand of children that may require additional support with regards to their wellbeing - 3 houses will identify these children
Establish the new sensory room	<ul style="list-style-type: none"> Resources to be bought as part of parent fundraising. Caretaker to work with Mel O in any works that need to be done to put sensory room together e.g. nail things to wall etc. Official opening to be held with children who use sensory room often present. Caretaker and cleaners to maintain the safety and cleanliness of the space. 	<p>Timetabled wellbeing and respite</p> <p>Less dysregulation</p>	Time for fundraising	<p>Room is ready to use by children</p> <p>Children are using the room</p>
To create a SEND hub for personalised provision	<ul style="list-style-type: none"> Write SEND business proposal & seek approval from governors. Seek advice from the Local Authority. Go and see good practice of SEND hubs. Staffing structure. Appointment of staff to run Hub. AH to support SENCO in take over of running Hub. 	<p>Inclusive environment in the school</p> <p>Children meeting their personalised targets</p>	Staff cover costs	<p>Approval from governors</p> <p>A plan is developed and ready to implement</p>
Effective governance for leadership	<ul style="list-style-type: none"> Robust program of Governor monitoring and feedback Governors use Toolkit provided Visit templates are implemented Positives are reported at LSB meetings,, along with areas for improvement/further investigation/further action 	<p>Governors are informed and report to each other</p> <p>Governors are enabled to talk 'precisely' about the school's strengths and areas for development.</p>	<p>LSB time</p> <p>HT time</p> <p>CEO time</p>	<p>Schedule in place and agreed at the first LSB mtg of the year.</p> <p>Visits and reports are in line with the schedule.</p>

Summary SDP

Pedagogy		Governors: Susan Matthews and new governor
Ofsted Targets May 2022	Targets 1 to 5 as above	<ul style="list-style-type: none"> • Mentoring and CPD opportunities from SLT • Development of AFL • Target approach to remembering more (LIDs)
Area of potential focus	<p>To refine our bespoke curriculum offer.</p> <p>To develop an adapted calculation policy</p>	<ul style="list-style-type: none"> • Further adapt curriculums based on evidence • Further develop our foreign language approach • Continue to introduce Walkthrus • Embed the Outdoor Learning curriculum • To collectively create and implement a new calculation policy based on research

Detailed SDP

Pedagogy				
Responsible: SLT and SENco, Subject Leaders and assigned LSB Governors				
Issue/wish	Actions - Implementation	What will success look like - Impact	Support and resources	Milestones and monitoring
To refine our bespoke curriculum offer	Language teachers to create an overview of languages to be taught across the different year groups.	Pupils taught by language experts.	Teacher release x 2	Overview in place in Aut 1.
Languages	Teaching timetables to be created and implemented for Aut 2.	Pupils will learn the basics of 3 languages across their journey at NCPS.	SLT time	Teaching started by Aut 2.
To refine our bespoke curriculum offer	Subject leader release timetable with specific tasks. Monitoring of the coverage and effectiveness. Suggested adaptations; consulted. Implementation of any adaptations. Visits to other schools that have adapted.	Subject leaders are secure in discussing the impact and coverage of their subject.	Release time Resources	Subject leaders make adaptations as and if necessary.
Other				

	Dimensions. Music to be tracked and implemented fully using a specific range of tuned instruments.	Pupils can compose.		Music lessons are observable.
To develop an adapted calculations policy	Staff training on calculation methods and how they link across year groups Consultation and input from staff on the NCPS approach Purchase of resources to support T & L Monitoring of teaching and outcomes - with feedback and next steps	Calculation policy based on live, current research across mathematical consultants. Calculation policy supported by a consultants working party. Pupils will be able to draw on prior knowledge through their journey at NCPS. Less methods but effective methods for true understanding. Staff who can apply operations to fractions, decimals, shape, area, etc. Staff have improved knowledge and understanding.	Consultant fee Twilight training sessions	Consultation meeting Training sessions for EYFS, KS1 and KS2 on calculations Training for manipulatives and resources Overviews across all year groups are being used Overviews are on our website
To continue building consistency and NCPS 'Best practice' through Walkthru's by Tom	To review prior learning and expectations. To review new Walkthrus set as PM targets for support staff Monitoring against the Walkthrus assigned.	Consistency in practice. Pupils know the expectations across the school.	Training time Monitoring time Books for	Staff review meeting PM review evidence Monitoring evidence

Sherrington	Setting of new strategies during the year.	<p>Staff can discuss teaching and learning strategies using the same language.</p> <p>Staff have clear expectations and can support each other to refine their practice.</p>	new members of staff	
Effective governance for pedagogy	<ul style="list-style-type: none"> ● Robust program of Governor monitoring and feedback ● Governors use Toolkit provided ● Visit templates are implemented ● Positives are reported at LSB meetings,, along with areas for improvement/further investigation/further action 	<p>Governors are informed and report to each other</p> <p>Governors are enabled to talk 'precisely' about the school's strengths and areas for development.</p> <p>The pedagogy governor can talk precisely about the research strategies deployed and how the school development actions link to The Education Endowment Fund research.</p>	LSB time HT time	<p>Schedule in place and agreed at the first LSB mtg of the year.</p> <p>Visits and reports are in line with the schedule.</p>

Summary SDP

Policy in action		Governors: Micael Aydeniz and Jurgens Van Niekerk
Ofsted Targets May 2022	Target 1 to 5 as above.	<ul style="list-style-type: none"> Effective implementation of the curriculum Mentoring and CPD opportunities across all staff Accountable subject leaders
Area of potential focus	To monitor the implementation of policies	<ul style="list-style-type: none"> High focus on the implementation of school level policies and procedures High focus on the implementation of trust level policies High focus on effective subject leadership

Detailed SDP

Policy in action				
Responsible: SLT, Subject Leaders, Site Manager, HR and Finance Manager, SENco, and assigned LSB Governors				
Issue/wish	Actions - Implementation	What will success look like - Impact	Support and resources	Milestones and monitoring
The subject leadership handbook is fully implemented and having a positive impact on T&L outcomes	<ul style="list-style-type: none"> Allocated release time Set tasks and feedback to SLT Monitoring templates adhered to by subject leads (SLs) Additional release time provision Monitoring of SLs by SLT. 	<p>Expectations in the handbook are fulfilled.</p> <p>SLs can speak in detail about the implementation and impact of their subjects across the school.</p>	Release time	As per release schedule and handbook deadlines
School policies are implemented as intended	<ul style="list-style-type: none"> Policy log Shared access to all policies to ensure that any updates are live to staff Monitoring of implementation 	Consistent and equitable practice, inline with statutory and non statutory guidance.	Release time	No reported incidents of practice that do not align to policy

		School, staff and pupils protected by policies having been followed		
Trust policies are implemented	<p><i>Trust policies need to be transparent, shared, live, version controlled, dated and accurate to expected practice. Policies need to not contradict each other. Policies should refer to other policies rather than copy 'sections' between them to ensure that all are live and updated.</i></p> <ul style="list-style-type: none"> Monitoring of implementation by SLT Monitoring by Trust Business Manager 	<p>Policies adhered to</p> <p>School, staff and pupils protected by policies having been followed</p>	Release time	No reported incidents of practice that do not align to policy
Effective governance for policies in action	<ul style="list-style-type: none"> Robust program of Governor monitoring and feedback Governors use Toolkit provided Visit templates are implemented Positives are reported at LSB meetings,, along with areas for improvement/further investigation/further action 	<p>Governors are informed and report to each other</p> <p>Governors are enabled to talk 'precisely' about the school's strengths and areas for development.</p> <p>Governors are enabled to effectively question the SLT to ensure that our policies and procedures are clear, transparent, communicated and implemented.</p>	LSB time HT time	<p>Schedule in place and agreed at the first LSB mtg of the year.</p> <p>Visits and reports are in line with the schedule.</p>

Governor Monitoring Responsibilities	Co-opted and/or Parent Governors
Finance	Michael Aydeniz and Jurgens Van Niekerk
Safeguarding	Michael Aydeniz and Jurgens Van Niekerk
Reading and words	Susan & xxx
Leaders and Edges	Kevin & Sean
Equity	Kevin & Sean
Pedagogy	Susan & xxx
Policy in Action	Michael & Jurgens