



Southill Primary School School Development Plan 2019 to 2024

Our Aim

To be a thriving school where everybody is on board, there exists strong governance and processes as a foundation for a school that provides the best possible education and builds the life skills necessary for our children to continue their education through to the global community beyond.

The children have clear aspirations for what they want to be and what they can be.

The School provides a safe and happy environment where the community is broadly engaged.

A balanced, exciting and creative curriculum is delivered covering the National Curriculum academic subjects as well as life skills subjects ranging across diversity, humanity, equality, environment and the digital future.

Through living our values day by day our children are seen as role models within the community and the school as a beacon across the wider community.



Happy Children



Confident Learners



Prepared Citizens

Our Ethos & Values

Through a foundation of individual liberty, mutual respect and tolerance;

Happy Children who:



- ✧ love coming to school
- ✧ Thrive in a safe, secure and caring environment
- ✧ Are proud of their achievements
- ✧ Find learning fun, purposeful and challenging
- ✧ Leave school with fond memories
- ✧ Build positive and rewarding relationships

Confident Learners who:



- ✧ Can work independently and with others
- ✧ Enjoy learning through a creative and challenging curriculum
- ✧ Embrace learning with resilience and enthusiasm
- ✧ Are encouraged to be creative and to find their own way
- ✧ Learn from failure and aren't afraid to ask questions

Prepared Citizens who:



- ✧ Understand their rights and their responsibilities towards others
- ✧ Make choices based on an understanding of their actions' consequences
- ✧ Are kind and caring
- ✧ Believe they can effect change and make a difference
- ✧ Adapt to a diverse and ever-changing world
- ✧ Benefit from being in a school with close links to parents and their local community

Aim of our plan & introduction of our work streams

Through our School Development Plan we share our vision and aims to work and learn together as a community to be the best that we can be. The School Development Plan will give everyone an understanding of where the school is going and what actions we will take to ensure we reach our aims.

We set out the actions with clear timescales for implementation and how effectively we use our resources in support of our aims. We will meet termly to review progress and yearly to review success and set our priorities for the coming year.

There are five key work streams...

Work Stream 1:

Delivering an exciting and challenging curriculum

Work Stream 2:

Developing capacity: enabling the staff

Work Stream 3:

Boosting governance

Work Stream 4:

Powering Aspirations and Life Skills

Work Stream 5:

Everyone on board

Work Stream 1: Delivering an exciting and challenging curriculum

SDP Level One
5-year overview

Work Stream lead: Caroline Wood (Deputy Headteacher)

Context & Objective

The school needs to design, structure and sequence a balanced, challenging and creative curriculum, which is then implemented through high-quality classroom teaching. The new curriculum should focus on skills and knowledge; enabling pupils to know more and do more. Positive results of pupils' learning will be reflected in high standards in core curriculum subjects (including Science). Beyond the core subjects, foundation subjects need to be planned with an explicit focus on the knowledge and skills children will learn during the sequence of lessons. The new curriculum will be informed by the skills and knowledge children need to succeed in the next stage of their education and will provide them with the life skills (cognitive, personal and interpersonal) that they need to develop as confident and capable learners, in school and out, for qualifications and for life.

Key Actions

1. Establish new challenging and creative curriculum
2. Review planning and teaching of all core and foundation subjects to ensure high quality teaching and learning and prepare children for next steps in education
3. Introduce, monitor and refine effective and manageable assessment in foundation subjects across all year groups.

Key Performance Indicators

1. Curriculum in place; children challenged and therefore making greater progress across all subjects
2. Planning reflects statutory National Curriculum requirements and ensures breadth and mastery
3. Information used to enable teachers to ensure that all learners make progress and the school is fully inclusive.

Work Stream 1: Delivering an exciting and challenging curriculum

Actions & deliverables

SDP Level Two
1-year overview

Year 1: September 2019 – July 2020

Work Stream Lead: Caroline Wood

Action

Target Date

Key Indicator

Responsible: Paul and Caroline

Rapid action - Raise standards in the core subjects: Reading, Writing and Maths by introducing more rigour into planning, teaching, assessment, monitoring and evaluation.

See Level 3 Action Plan: Key Priority 1

20 December 2019

1. Agreed and established key set of non-negotiables for the teaching of Reading, Writing and Maths
2. More effective monitoring has led to greater consistency and rigour in teaching.

Responsible: Caroline

Reorganisation of the Science curriculum: teaching, learning and assessment with a focus on scientific enquiry and writing.

See Level 3 Action Plan: Key Priority 2

13 February 2020

1. New schemes of work drawn up and resources purchased to support, where necessary.
2. Knowledge organisers introduced to clarify range and depth of learning.
3. Assessment procedures in place to provide evidence of progress and impact.

Responsible: Caroline

Design a structured and sequenced approach to the teaching of the foundation subjects. Focus on how skills and knowledge builds and develops across the school.

See Level 3 Action Plan: Key Priority 2

2 April 2020

1. Subject overviews in place for foundation subject teaching in each class.
2. Assessment procedures established and prepared for use.

Work Stream 2: Developing capacity

SDP Level One
5-year overview

Work Stream Lead: Paul Mason (Headteacher)

Context & Objective

The school has high ambitions for pupils' personal growth within an exciting and challenging curriculum. For these aspects of the school to develop as well as we would like, there needs to be a commitment to developing teachers' skills, knowledge and understanding of the school's curriculum so that everyone understands and are committed to the principles behind it and are able to encourage children's learning with skill and pedagogical insight.

Key Actions

1. Prioritise teachers' professional development as a means of improving teaching and learning within the school.
2. Redefine the staff structure so that leadership and subject knowledge can be more effectively distributed within the school: teachers become innovative, resourceful and professionally informed
3. Develop subject leadership skills so that teachers are more accountable for what is taught and the standards of pupils' learning.

Key Performance Indicators

1. Teachers attend learning events, developing their subject knowledge and skills as teachers
2. Curriculum developments (see Work Stream 1) are enhanced by greater impact from subject leadership
3. Subject leaders are effective in the drive to raise standards and ensure a high level of pupils' personal development.

Work Stream 2: Developing Capacity Actions & Deliverables

SDP Level Two
1-year overview

Year 1: September 2019 – July 2020

Work Stream Lead: Paul Mason

Action

Target Date

Key Indicators

Responsible: Paul

Staff structure and leadership responsibilities redefined following performance management reviews and discussions with key staff.

See Level 3 Action Plan: Key Priority 3

20 December 2019

1. Staff structure in place, reviewed by Board.
2. Governor responsibilities allied to teacher responsibilities, with plans for development.

Responsible: Paul

Draw up CPD support that directly assists teachers in the development of their subject. To include training events, visits to other schools, NCT in school, Inset and Staff Meetings

See Level 3 Action Plan: Key Priority 3

24 April 2020

1. Initial framework in place by end Autumn Term.
2. Method of monitoring effectiveness in place Feb. half term.
3. All staff have benefitted at least once by target date.

Responsible: Caroline

Teachers actively involved in the planning, designing and implementation of the Southill curriculum, leading to greater understanding of its aims and intent.

See School Action Plan Target 3 for more detail
See also Teachers' Performance Management objectives

10 July 2020

1. Southill Curriculum complete for each class, ready for following year.
2. Close involvement by each teacher, reporting to the link Governor or the Board where necessary.

KAE160919-04

Work Stream 3: Boosting Governance

Work Stream Lead: Keith Evans (Chair of Governing Body)

Team: TBA

Context & Objective

The Governing Board currently runs on minimum resources and as a result there is an inherent risk that opportunities to support the school and staff will be missed. This work stream will carry out an operational review of the effectiveness of the Governing Board, identifying any gaps and implement necessary actions to close these gaps. In addition this work stream will support recent recruiting to ensure that new Governors are on-boarded quickly and effectively.

Key Actions

1. Carry out Operational Review of Governing Board identifying areas to be addressed.
2. Define actions from Operational Review and implement.
3. Set in place method of monitoring effectiveness of Governing Board.

Key Performance Indicators

1. Operational Review complete and findings endorsed by Head and Chairman of the Board.
2. Authorised actions implemented by April 2020.
3. Method for monitoring effectiveness of Board in place and active by June 2020.

Work Stream 3: Boosting Governance Actions & Deliverables.

Year 1: September 2019 – July 2020

Work Stream Lead: Keith Evans

| Action | Target Date | Key Indicator |
|--|------------------|--|
| <p>Responsible: Keith Evans</p> <p>1. Carry out Board Self Assessment & Key Stakeholders Interviews to identify operational gaps, establish expectations and set priorities. Identify urgent resource gaps & fill.</p> | 15 November 2019 | <p>1. Identify and fill critical resources shortages by 27/10/19</p> <p>2. Complete Review by 01/11/19</p> <p>3. Gain Governing Board endorsement of recommendations by 15/11/19</p> |
| <p>Responsible: TBA</p> <p>2. Implementation Phase 1 agreed actions.</p> | 24 April 2020 | <p>1. Resources / processes in place / realigned by 13/12/19</p> <p>2. Phase 1 of recommended actions complete 24/04/20</p> |
| <p>Responsible: TBA</p> <p>3. Review of effectiveness of implemented actions and overall FGB, make recommendations for adjustments and 2020/21 programme.</p> | 28 June 2020 | <p>1. Implement annual review of Board's effectiveness.</p> <p>2. Present 2020/21 recommendations to Board for approval and gain Phase 2 Sign off by Head & Governing Board.</p> |

KAE160919-04

Work Stream 4: Powering Aspirations and Life Skills

SDP Level One
5-year overview

Work Stream Lead: Paul Mason

Context & Objective

The school must prepare its pupils for the demands of the next stage of their education and that of the future world of employment. Pupils need to become educated citizens of the world and to possess the knowledge and cultural capital to become successful in life. Part of this involves possessing an awareness of how they themselves learn, face challenges and react to change. The school needs to power the aspirations of its pupils beyond what they see locally and to build the life skills necessary to continue their education as part of the digital and global community beyond.

Key Actions

1. Through engagement with stakeholders, establish the key principles and aspects of personal development taught at Southill
2. School to clearly identify what it means to be a responsible citizen, and the cultural capital that it demands, so that it can equip pupils appropriately
3. Build a programme of visits from speakers of a variety of backgrounds, careers and organisations.

Key Performance Indicators

1. Programme for development of key identified skills in place as part of school's aims and curriculum
2. School curriculum to explicitly teach identified aspects of personal development
3. Programme in place, diverse speakers visiting school regularly.

Work Stream 4: Powering Aspirations and Life Skills

Actions and deliverables

SDP Level Two
1-year overview

Year 1: September 2019 – July 2020

Work Stream Lead: TBA

| Action | Target Date | Key Indicator |
|---|-----------------|--|
| Responsible: TBA 1. Rationale setting out the approach, timetable, and resources needed along with method measuring effectiveness of our communications. | 25 October 2019 | <ol style="list-style-type: none">1. Draft Rationale available for review and comment by ...2. Rationale approved by Head & Governing Board by 25/10/19 |
| Responsible: TBA | 24 April 2020 | |
| Responsible: TBA | 28 June 2020 | |

Work Stream 5: Everybody Onboard

Work Stream Lead: TBA

Team: TBA

Context & Objective

To optimise opportunities for our pupils it is essential that we fully engage with the local community, sharing our challenges and our successes. Drawing on the resources of the community to provide our children with the best possible education whilst preparing them for further education. Through living our values day by day we create roles models within the school and the wider community.

Key Actions

1. Review our Values and adjust (if necessary) to complement our overall aim.
2. Review and ensure our mechanism for communicating our challenges and successes is effective.
3. Identify and engage key community resources.
4. Ensure our values are understood and lived on a day by day basis

Key Performance Indicators

1. SDP fully understood by all key stakeholders (pupils, parents, Staff and governing Board, Key players in local community)
2. Values & Behaviours are understood, respected and known throughout the community.
3. Method to measure effectiveness in place and live.

Work Stream 5: Everybody Onboard Actions & Deliverables.

Year 1: September 2019 – July 2020

Work Stream Lead: TBA

| Action | Target Date | Key Indicator |
|--|-----------------|---|
| <p>Responsible: TBA</p> <p>1. Rationale setting out the approach, timetable, and resources needed along with method measuring effectiveness of our communications.</p> | 25 October 2019 | <ol style="list-style-type: none">1. Draft Rationale available for review and comment by 05/10/192. Rationale approved by Head & Governing Board by 25/10/19 |
| <p>Responsible: TBA</p> <p>2. Implementation of Phase 1 including values and behaviours.</p> | 24 April 2020 | <ol style="list-style-type: none">1. Materials/Resources in place by 29/11/192. Method of monitoring effectiveness in place and Phase 1 live by 13/01/203. Phase 1 complete by 24/04/20 |
| <p>Responsible: TBA</p> <p>3. Review of implementation and effectiveness with recommendations for adjustments and 2020/21 programme.</p> | 28 June 2020 | <ol style="list-style-type: none">1. Pupils, Parents & Staff feedback, key community stakeholders.2. Phase 2 Sign off by Head & Governing Board |