

North Road Community Primary School



SCHOOL DEVELOPMENT ACTION PLAN 2019 – 2021

Year 2

Identified actions and targets for School Improvement (SIA) end of academic year 2019:

The very positive outcomes seen this summer are the culmination of three years of well planned, lead and managed improvement. Leadership at all levels is strong and improving being underpinned by very effective performance management.

The school has identified curriculum development as a key priority for next year in order to make the learning experience for pupils more coherent and relevant.

The other priority is teacher wellbeing to complement the already established focus on pupil welfare.

School Improvement Priorities for 2020/21

- Introduction across the whole school of the New North Road Primary Curriculum for life long learning
- EYFS – increased progress in phonics and independent writing
- Continue to raise standards in Mathematics including an emphasis on number facts, times table knowledge, problem solving and reasoning.
- Reading comprehension – introduction of 'Reading Vipers' and daily focused teaching of reading.
- Writing – high quality cross curriculum writing opportunities and outcomes.
- Middle leaders embedding the CPD to bring about increased attainment in their subjects.
- Science – Introduction of new scheme of teaching/assessment for learning
- Staff and pupil well-being including a continued focus on mental health
- Increasing the work of the Domino Alliance of schools to bring about further improvement in standards, attainment and enrichment opportunities



Strategy 1: To ensure outstanding outcomes through attainment and progress of the children

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
<p><u>Response to the Covid 19 Pandemic</u></p> <p>Secure processes to ensure the safety and wellbeing of pupils</p> <p>Secure processes to ensure the safety and wellbeing of staff</p> <p>Implement robust safeguarding processes that reflect the new risks of living with Covid-19</p> <p>Reshape the organisation of learning to serve the needs of all pupils within the context of living with Covid-19</p>	<ul style="list-style-type: none"> • Work in collaboration with the Domino Alliance Heads • Pastoral Leads to work with their Domino Alliance colleagues. • Domino Staff Well-Being Inset – 2/11/20. • Strong re-connection of the North Road Staff Team to ensure supportive and collaborative work towards priorities. • Increased/new systems for communication around key information taking into account the fragmented/staggered 'pod' working arrangements of staff. • An effective/well communicated Risk Assessment which is reviewed weekly. • To revisit school values and expectations with pupils. 	<ul style="list-style-type: none"> • Successful and safe return of all pupils • Strong mental and physical well-being of staff and pupils • Successful introduction of the Reconnection Curriculum – Somewhere After the Rainbow • High quality collaborative working which demonstrates impact on teaching, learning and attainment. • High quality Remote Learning plan in place which supports home learning successfully. 	<p>SS CJ All staff/leaders</p>	<p>June 2020</p>	
<p>To embed mathematical problem solving and reasoning across the school, with pupils developing a greater</p>	<ul style="list-style-type: none"> • See Maths Action Plan • Review and embed new calculation policy. • Implementation of Daily No Nonsense Number Facts. 	<ul style="list-style-type: none"> • Staff are confident to teach all mathematical concepts including the use of manipulatives/bar model in order to support children's achievement of reasoning. 	<p>LH/HD – Maths leaders</p> <p>Liz Thomas – Maths LA/Domino Alliance support</p>	<p>September 2020</p>	

understanding of mathematical concepts that will allow them to make links within learning.	<ul style="list-style-type: none"> • Introduction of new yearly overviews linking mathematical concepts. • Review Maths planning so that links between concepts are explicit and are revisited throughout the year. • Monitoring of the impact of the introduction of 'Number Talk'. • Ensure gaps analysis and AFL is used across the school to identify children's learning needs and teachers to adapt planning accordingly. • Provide CPD on the five steps of reasoning (NRich) • Introduce a wider variety of stem sentences and mathematical talk across the school. • Introduce Growth Mindset strategies to support learning in Maths. • Introduce whole school low threshold, high ceiling problem solving activities. • Mapping of mathematical opportunities within the new North Road Curriculum: Science, computing, PE, Art and Geography. • To ensure pitch and expectation within other curriculum areas is in line with expected standard. • To support all staff with subject knowledge and their teaching of mathematics. • Year 5/Year 2 Maths Mentors (number facts) 	<ul style="list-style-type: none"> • Staff are able to adapt teaching to ensure maths mastery is developed especially for more able pupils. • Pupils of all abilities are verbalising their mathematical understanding and learning. • Staff are confident to use AFL and are using daily Maths Interventions to support and extend learning. • Correct use/pitch of Mathematical Language is used across the school • Correct pitch and expectation in Mathematical learning is seen across the school • Pupils of all abilities are accessing problem solving activities and verbalising their understanding. • Staff are making cross-curricular links to extend/support learning in Maths. • EYFS CPD provided by The Early Years Team (Claire Perry) – focus increased higher level attainment in EYFS • Pupils in Year 2 complete KS1 with a strong understanding on number facts which will support times table facts as they move into KS2. 			
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<p>To increase ALL pupil's achievement in reading comprehension especially vocabulary and inference.</p>	<ul style="list-style-type: none"> Monitoring of the impact of Reading Vipers across KS1 and KS2. Teaching of phonics for SEND pupils KS2 to have increased impact on attainment A new approach to the teaching of phonics in Foundation and KS1 to be consolidated. Teaching of Phonics in Reception to be ensure all children complete Phase 4 phonics by the end of EYFS Ensure classrooms promote language rich experiences to support progress in reading. 	<ul style="list-style-type: none"> Daily Teaching of Reading Skills (VIPERS - Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise) Increased achievement by pupils (ARE tracking /SATS) Increased focus demonstrated in CT planning and delivery and attainment monitored by SENCo Increased achievement by pupils (Internal Tracking/Year 1 phonics testing) Class teacher's and Subject Leader's Data monitoring and tracking of attainment 	<p>All Staff</p> <p>Vicky Gordon (Domino English Support)</p> <p>SS All Staff</p> <p>All staff TH/EW</p> <p>LH/LP/ST</p> <p>ST/SS</p>	<p>September 2020</p> <p>January 2021</p> <p>Ongoing</p> <p>September 2020</p>	
<p>Raise the profile of reading across the school</p>	<ul style="list-style-type: none"> Class book areas to be developed to inspire a love of reading (to be re-opened when Covid safety rules allow) Teacher's Book Shelf Daily Class Story Time 3:00 – 3:15 (remote if pods are isolating) New Poetry Curriculum across the school/class recitals to parents/peers. 	<ul style="list-style-type: none"> Classrooms demonstrate a love of reading and inspire children to share/borrow books. Developing a love for stories and extending the rich vocabulary of the language of stories Developing the language and vocabulary of poetry and promote opportunities for recitals. The school environment demonstrates a love of reading. 	<p>SS All Class Teachers</p>	<p>September 2020</p> <p>Curriculum – September 2020 Class recital assemblies (Online) – Term 5 onwards</p>	

<p>To introduce the new North Road Curriculum 2020 – A curriculum for our pupils for their future</p>	<ul style="list-style-type: none"> • To consult pupils on the knowledge and skills they feel they require to prepare them for life. • To consult with parents, pupils, governors and staff about what makes our school special. • To relook at our school vision, values and aims to ensure relevance for the pupils of 2020. • To develop a curriculum which is unique to our pupils and reflects the needs of the pupils who make up North Road Community Primary School. • To develop a curriculum around the heart, head and hands model so that it reflects everything that is special about our school. 	<ul style="list-style-type: none"> • An enhanced two year rolling Curriculum for pupils will be launched. • Increased opportunities for 'outdoor' and 'hands on' learning experiences will be incorporated. • Over-arching topics will umbrella the whole school with specific topic titles to inspire learning based on 'what if.....?' questions. • Three topics will be studied each year with prior knowledge ascertained at the start of each topic. • Areas of learning/key themes will deepen learning systematically as children progress through school, in order to build on knowledge. 	<p>SS All Staff</p>	<p>Ongoing</p>	
<p>To introduce the new North Road Science Curriculum 2020 – A curriculum which demonstrates our intent for knowledge and skills.</p>	<ul style="list-style-type: none"> • Introduction of a North Road Science Curriculum Intent Document with key questions for pupils. • Introduction of Termly Science Quizzes (Scientific knowledge – Low threat/high gain) to increase rates of retention and retrieval. • Re-introduction of the Kent Scheme of Work for Science. • To provide opportunities for high quality feedback to pupils to support learning in science. 	<ul style="list-style-type: none"> • Increased attainment in Science across the school • Increased retainment and retrieval of scientific facts by pupils • Increased monitoring and assessment of Scientific Knowledge 		<p>November 2020</p> <p>Ongoing</p> <p>November 2020</p>	

Strategy 2: To ensure all personal development, behaviour and welfare including safeguarding is outstanding

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
New Curriculum to include a further focus on personal development and mental well-being for pupils and staff	<ul style="list-style-type: none"> A further focus on mental well-being to be woven into the development of the new enhanced curriculum. All class topics to include links to well-being. All classrooms to promote mental well-being and self-help strategies Increased support for Young Minds charity including 'Hello Yellow Day'. 	<ul style="list-style-type: none"> Staff and pupils together explore opportunities for ensuring mental health is looked after. Staff are able to model/share with pupils the importance of ensuring good mental well-being. 	Curriculum Development by all Staff and Subject Leaders	September 2020	
To re-introduce Well-being Wednesdays	<ul style="list-style-type: none"> Termly (Terms 1/2) and then increasing to twice a term, children will be provided with the opportunity to spend an afternoon 'off timetable' at an chosen 'well-being' activity (chosen by CTs) These could include sporting, creative, musical experiences etc. 	<ul style="list-style-type: none"> Staff and pupils together explore opportunities for ensuring mental health is looked after. Staff are able to model/share with pupils the importance of ensuring good mental well-being. 	CA	When Covid restrictions have been lifted and the Risk Assessment allows – social distancing restrictions (pods) have been relaxed	
Increased outdoor physical exercise opportunities (field)	<ul style="list-style-type: none"> Increased use of the school field, including Climbing Stack, balancing logs and den building area, to allow for increased opportunities for physical activities. 	<ul style="list-style-type: none"> Children's physical health is improved further. 	Class teachers	September 2020	

Develop further Pupil Leadership – PE/Sports	<ul style="list-style-type: none"> • ‘Sports Crew’ to be developed. This crew will lead a pod house sporting event once a term. • Young Leaders Training for Year 5/6 to be implemented. 	<ul style="list-style-type: none"> • Children are taking an active role in leading and managing sporting activities (level 1). • At least 10% of children are leading, managing and officiating school games activities. • Achievement of the Gold School Games Award. 	LP	September 2020	
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Strategy 3: To ensure high quality teaching, learning and assessment with the majority of it to be outstanding and none less than good

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
To continue to embed a focus on improving writing through ‘high quality texts’ (North Road Curriculum 2020)	<ul style="list-style-type: none"> • English Leaders CPD led by Vicky Gordon (Domino Alliance) • Launch Domino Website – Parent’s Help pages for Reading (response to Lockdown) • Improve quality of handwriting – slippage following national school closures. • See English Action Plan 	<ul style="list-style-type: none"> • Planning and teaching shows progression through lessons and follows the high quality texts of The North Road Curriculum 2020 • Letter formation/handwriting across the school returns to standard pre lockdown. 	CJ SS	Ongoing	
To increase the quality of cross-curricular writing’ across Key Stage 1 and 2.	<ul style="list-style-type: none"> • See English Action Plan • Re-introduction of ‘Learning Books’ to replace ‘Topic Books’ • Whole school emphasis on ‘quality of writing’ during English lesson and foundation curriculum subject lessons. • Weekly planned opportunities for all pupils to write 	<ul style="list-style-type: none"> • When moderated work in all books demonstrates high quality writing. 	CJ CP	Ongoing	

	independently in EYFS (afternoon sessions). EYFS staff (LP) to receive CPD from Early Years team (Claire Perry)				
Ensure the Feedback Policy is consistent and that pupils receive verbal feedback/ immediate interventions and respond to feedback, when appropriate.	<ul style="list-style-type: none"> Monitor marking of Maths, English & Science and across the subjects. Increased profile of high quality verbal feedback in all areas of learning. Marking Policy is updated in line with Covid safety requirements. Pupils are able to respond positively to marking and feedback to improve their learning and have knowledge of this being able to explain the impact. North Road Vulnerable Learners (including PP pupils) are provided with weekly 1:1 feedback time. Red, yellow, green cup system used for pupils' self-assessing learning progress. 	<ul style="list-style-type: none"> Marking is consistent across the school and in line with the marking policy. Pupils respond to feedback and marking positively on a regular basis making changes appropriately or extending their piece of work/learning. Pupils make good progress as a result of feedback and move on quicker. Pupils use their pens to demonstrate their understanding. All pupils make good progress against their next steps. 	<p>Subject leaders - scrutiny of books</p> <p>All staff</p>	On going	
Teaching and Learning is moving from consistently Good to Outstanding	<ul style="list-style-type: none"> Identify which elements of teaching & learning can be moved from good to outstanding. Identify CPD opportunities to support above action. Staff Performance Management to take on the form of staff research projects to support personal classroom practice and whole school identified priorities (highlighted in blue) Monitor & Review outcomes through monitoring of planning, work scrutiny and 	<ul style="list-style-type: none"> Areas for further development are identified. Target to form part of Teacher Appraisal Individual CPD opportunities are planned to support further development of teaching & learning. Scrutinies demonstrate teaching is consistently good or better. Introduction of Continuous Provision in EYFS. 	<ul style="list-style-type: none"> SS/Subject Leaders SS/CJ/All staff 	October 2020	

	pupil conferencing (in line with Covid safety requirements)				
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Strategy 4: To ensure outstanding leadership and management across the school community

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
Continue to work effectively with the five other schools in the Domino Alliance.	<ul style="list-style-type: none"> Ensure that schools act as critical friends to provide support and challenge to each other which effectively supports school development priorities Ensure that opportunities to support the leadership of the school, staff CPD, curriculum development are maximised 	<ul style="list-style-type: none"> High quality collaborative working which demonstrates impact on teaching, learning and attainment. Successful launch of Domino Website for <ol style="list-style-type: none"> 1) Parent help pages 2) Staff Portal 3) Sharing of resources 4) Publicity of Domino events/celebrations. 	SS Domino Heads Subject Leaders	September 2020	
Ensure the effectiveness of North Road Vulnerable Pupils Champion/Senior Teacher on Leadership and raising standards	<ul style="list-style-type: none"> Termly Meetings with PP Lead/pastoral Lead to monitor actions and impact of Action Plan Monitoring of the timetable of agreed actions and use of leadership release time 	<ul style="list-style-type: none"> Successful and effective SLT meetings. Increased participation of pupils within the classroom. Pupils demonstrate an active role in learning Increased attainment of pupils, specifically in Reading, Writing and Maths. 	<ul style="list-style-type: none"> CJ CA SS 	On going	
Ensure the effectiveness of the Pastoral Lead on ensuring good physical and mental health of all pupils.	<ul style="list-style-type: none"> Development of the leadership role for Pastoral Lead and to monitor the impact of planned actions. Termly Meeting between PP Lead and Pastoral Lead to monitor the actions and impact of Action Plan 	<ul style="list-style-type: none"> Successful and effective leadership meetings that bring around progress towards actions. Increased physical and mental well-being of vulnerable pupils and their families. Pupils demonstrate an active role in learning 	<ul style="list-style-type: none"> CA CJ SS 	October 2020	

	<ul style="list-style-type: none"> Monitoring of the timetable of agreed actions and use of release time 	<ul style="list-style-type: none"> Increased participation of pupils within the classroom. Increased participation of parents with children's learning. Successful working relationship with PP Lead, SENCo, PSA, ELSA and SBT Achievement of a Mental Health Award 			
To ensure a positive impact of all Leaders on achieving improvement and raising standards in their subjects.	<ul style="list-style-type: none"> Ensure Subject Leaders' effectiveness on leading their subjects to bring about increased achievement and attainment. CPD for Senior Teacher with AD (SIP) Link Governor reporting Governor input onto Impact Review Suitable challenging of Leadership by Governors 	<ul style="list-style-type: none"> Increased attainment and achievement of pupils in classroom learning. Pupils demonstrate an active role in learning and begin to take responsibility for their learning. Pastoral Lead to report on role to Governors four times a year though C&P meetings. Vulnerable Pupils Lead to report on role to Governors four times a year though C&P meetings. TH to complete the National SENCo Award, including personal research study (school based) Pupil Premium Governor to develop the role of ensuring Governors have information about the Impact of interventions, including mental health interventions, for PP and NRVP pupils. 	<ul style="list-style-type: none"> All Leaders/ Governors PP Governor SEND Governor SS/Chair of Governors 	October 2020	

		<ul style="list-style-type: none"> • SEN Governor to develop the role and be responsible for reporting to all Governors on the Impact of Interventions/data and tracking for SEND pupils. • Science Leader to introduce and monitor changes to Science curriculum including the intent/knowledge of our new Science Curriculum. • EYFS staff to introduce an ethos of continuous provision, planning for both daily indoor and outdoor learning opportunities. 			
Develop the role of the Pupil Premium/NRVP Lunch Time Crew Will resume when Covid restrictions have been lifted.	<ul style="list-style-type: none"> • Class Teachers to refer pupils to CJ who require a role of responsibility in order to raise self-esteem. • Vulnerable Pupils Lead to meet with Lunch Crew at the start of each term/check in with pupils to develop nurture role • Vulnerable Pupils Lead to reward pupils with dojos/certificates, as required, in recognition for personal achievements within the role. 	<ul style="list-style-type: none"> • Increased opportunities for demonstrating responsibility and raising the self-esteem of vulnerable pupils. 	<ul style="list-style-type: none"> • CJ 	When Covid restrictions have been lifted and the Risk Assessment allows – social distancing restrictions (pods) have been relaxed	
Sports Premium/PE Lead to ensure the achievement of a Health in Schools Award and School Games Award, including the development of the	<ul style="list-style-type: none"> • Sports Premium Lead to meet with Sports Leaders at the start of each term (remotely) to plan an inter house event that can take place during pod lunchtimes under the guidance of the Lunchbreak Supervisor. 	<ul style="list-style-type: none"> • Increased opportunities for demonstrating responsibility and developing leadership skills. • Achievement of a Gold School Games Award • Achievement of a Health is Schools Award 	<ul style="list-style-type: none"> • LP 	November 2020	

role of Sports Leaders	<ul style="list-style-type: none"> Sports Premium Lead to collect scores/results and announce the winner and present the trophy to the winning House Captain during Stars Assembly (remote). 	<ul style="list-style-type: none"> Achievement of a Mental Health Award 	<ul style="list-style-type: none"> LP/CA 		
Introduce Year 5 Funkey Maths Mentoring (Year 2) <i>Will resume when Covid restrictions have been lifted.</i>	<ul style="list-style-type: none"> Year 5 pupils to be trained on delivering the game based Maths intervention (Number facts) One TA (JC) to take on the role of overseeing the Year 5 mentoring programme. 	<ul style="list-style-type: none"> Increased number knowledge specifically aimed at lower attaining Year 2 pupils. 	<ul style="list-style-type: none"> HD JC 	<i>When Covid restrictions have been lifted and the Risk Assessment allows – social distancing restrictions (pods) have been relaxed</i>	

Now the school looks at each strategy to consider its resource implications in terms of:

- ❖ Buildings
- ❖ Equipment
- ❖ Staffing and Staff development needs

Resource Implications

Buildings –	2019/20	2020/21	2021/22
1. Re re-roofing of the KS2 building	Completed – May 2020		
2. Replacement windows – main building (toilets and medical room)	Completed – July 2020		
3. Replacement door on Burrow			£1,500
4. Damp due to re-roof needed for staffroom and staff ladies toilet		Summer of 2021 (LA funded project – awaiting confirmation)	
5. Repainting of main building – external		Awaiting confirmation from LA for funding support	
6. Outdoor Field provision upgraded £10,000	FONR Fund raising/Grants	Completed September 2020	
7. New Water Heater - Burrow		£1,000	
8. Refurbishment of Main Building toilet facilities		FONR Fundraising £3,000 Grants from local councillors	

9. Replacement of Dishwasher – main school kitchen		£2,000	
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Equipment – estimated costs	2019/20	2020/21	2021/22
10. New resources for new curriculum/book areas	£1,500 (utilising existing resources)	£1,000	£500
11. Online Learning Platform – Spelling Shed		£100	£100
12. Online Maths Platform - Numbots		£50	£50
13. Online Reading Platform – Bug Club		£450	£450
14. Additional resources needed to support Remote Learning Plan – additional books/stationary etc.		£500	
15. Handwriting Catch Up Resource – Letter Join (Catch up Funding)		£264 (including £100 Registration Fee – 1 st Year only)	£164
16. Outdoor Book Shed and Reading Area	£500 for Book Shed and Reading Shelter (books to be recycled from classrooms)	n/a	n/a
17. Updating Classroom Whiteboards x4	Board 1	Board 2/3	Board 4
18. New Assessment materials to track progress/attainment in Science		TBC	
19. Enrichment activities (Domino) including travel	£1,000	£250 – reduction due to remote links/no travel requirements	£1,000

Staffing – estimated costs	2019/20	2020/21	2021/22
1. CPD	£1,500	£1,500	£1,500
2. TLR for PP Lead/Senior Teacher	£2,600	£2,600	£2,600
3. Catch up teaching session funding – total £8,000		£6,000 Bought in tutors/overtime for part time teachers to teach catch up sessions in their leadership area strengths	
4. Funkey Maths Mentoring	£175 training cost £300 resourcing	N/A	£150

Red – impacted by Covid/Lockdown/Covid restrictions in place.

Highlighting – Links between personal staff performance management mini research project focus and SDP priorities for a whole school improvement.