

School Development Plan

Stamford The Malcolm Sargent Primary School

Lincolnshire



Introduction

We have identified the following Core SCHOOL DEVELOPMENT PRIORITIES for 2023-24, through our performance review & evaluation.

1. **Curriculum Success for All Pupils:** focus on further improving pupils' learning in every subject by ensuring that English/Maths is not a barrier to their success, whatever their need (SEND/EAL/Dis).
2. **Even better Writing:** continuing to embed high quality teaching of writing- particularly improving opportunities for able pupils to apply what they've learnt independently.
3. **Even better Reading:** refining the approach to the teaching of Reading- particularly the teaching of comprehension skills.

Curriculum: Key aim is that curriculum success in foundation subjects can be achieved by all pupils, including those who might be disadvantaged/SEND/EAL irrespective of any English/Maths barriers. By subject leaders re-examining each of their subject areas through "the lens" of these most vulnerable learners in order to improve the proportion of pupils at least meeting EXS+ in each foundation subject; (in addition to seeing other positive indicators such as pupil satisfaction & even better learning behaviours in lessons). Our strategy will include tight identification of barriers (such as phonic reading ability), so that staff understand the level to which they need to differentiate; consequent class teacher adaptation of teaching material, TA support training & subject leader training for staff using resources/technology & differentiation to better support these pupils' achievement.

Writing: We need to continue to improve our approach to the teaching of writing- because as a subject pupil's achievement was disproportionately adversely affected by the pandemic relative to other areas of curriculum learning. We successfully implemented a new approach to Writing in 2022/23, (using the "Write stuff" programme), but now need to develop this further. Next steps are to continue to embed teachers' use of the agreed "Write stuff" approach; increase proportion of GDS Writers by increasing number of independent writing pieces, incorporating some shorter pieces for pupils to demonstrate secure knowledge of the learnt skills; give opportunity for potential GDS pupils choose how to apply & develop their learnt Writing skills.

Reading: Aim to develop more GDS readers. Strategy: pilot a revised approach to the teaching of reading comprehension- which promotes a fuller understanding of whole texts (the full story arc, rather than just short extracts), incorporate more challenge for pupils for better choice of their independent reading books- wider range/increased stamina (including implementation of school reading spine), better tracking & support for disadvantaged pupils independent reading,(more effective use of Accelerated Reader system with designated TA time).

Phonics: Our challenge is to maintain very high phonic outcomes in Y1, & the robust follow-up with older pupils so that they rapidly catch up with age appropriate reading decoding skills. Incorporate "Fresh start" phonics programme for small "tail" of pupils in older year groups that continue to require additional help with developing their reading- but need a new approach.

Maths: the challenge is to at least maintain high Maths standards in each of our cohorts, (despite school development priorities in recent years being English based). Strategy is to provided refresher training for staff on the school approach to the teaching of Maths, (through Power Maths); disseminate teachers'

demonstrating best practice; close monitoring of those teachers requiring support; follow-on TA training; and targeted intervention programme for identified pupils falling below expectations.

Vulnerable Pupils Academic Progress: Although pressured due to the pandemic- full curriculum delivery has been maintained over this 2 year+ period, whether on-site or through the prompt delivery of “remote” teaching. However, despite this the impact on disadvantaged pupils has been significant particularly in Reading & Writing. Continue Pupil Premium strategy- emphasis on building from structured high quality first teaching, followed up with targeted intervention sessions before/after school. Monitor the impact of this work in pupil progress meetings & feedback on “Shine” interventions + tutoring programme.

SEND: Continue to refine & train staff on selective narrow band of effective evidence-based intervention strategies.

Attendance for both groups of vulnerable learners lags that of other pupils and will continue to be targeted by the pastoral team.

This follows on from our successful completion of the following Core School Development priorities 2022- 2023:-

#1 Improve quality of independent Writing across school- *Improve the systematic teaching of pupils' writing, building upon pupils excellent teaching of GPaS into their independent work.... so that outcomes more closely match those of Maths & Reading.*

#2 Staff development: *Support new ECT framework; New staff; those who's training was hampered during pandemic; & Middle leaders development, (e.g. subject coordination)*

#3 Quality Assurance: *Implement the EEF tiered model as a template for school improvement- to coordinate work of broadened middle leadership team.*