



The school development plan has two areas of strategic focus:

1. A high-level overview of the key priorities for the next three years which will enable us to be ‘a school that excels’ (a TCSET overarching goal for all schools within the trust).
2. A more detailed development plan for year 1, containing the initial actions required to achieve these priorities.

<b>Three Year Plan</b>				
Priority 1 Quality of Education	Priority 2 Behaviour and Attitudes	Priority 3 Personal Development	Priority 4 Leadership and Management	Priority 5 Early Years Provision
Deliver a ‘glittering’ yet challenging curriculum, based on an evidence-informed approach, so that the all children make good progress against their starting points	Develop an inclusive school environment where pupils feel safe and difference is valued and nurtured	Ensure that all stakeholders understand what their role is in helping pupils develop positive learning behaviours	Work with the wider Trust to embed systems and build strong, sustainable team structures	Develop the learning environment and curriculum in the EYFS and Year 1 so that it meets the needs of all learners

## Key Priorities for 2022/23

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6
To ensure that curriculum planning and delivery is consistently strong across all subjects	Ensure there is a comprehensive and consistent approach to teaching PSHE and RSHE	Explicitly teach all pupils value-led, positive behaviours	Persistent absence will be below national for all groups of pupils	The core processes and procedures of the Trust will have been introduced and embedded	Implement a successful, evidence-based model of continuous provision in Year 1
Key Actions					
<p>1.1 CLT (led by Curriculum AHT) will work with year groups to ensure coverage of all subjects</p> <p>1.2 Ensure that within lesson planning, learning objectives, assessment questions and activities are carefully planned (SoW plans to be carefully annotated)</p> <p>1.3 Plan a schedule of staff CPD/training to support teaching pedagogy and strategies for behaviour in class</p>	<p>2.1 Implement 'jigsaw' PSHE SoW</p> <p>2.2 Create PSHE timetable of events to be covered over the course of the school year (e.g. anti-bullying week)</p> <p>2.3 Implement the CWP RSHE SoW</p> <p>2.4 Review PSHE curriculum for content relating to specific issues such as racism, homophobia, trauma, bereavement</p> <p>2.5 Ensure there is appropriate e-safety coverage in the</p>	<p>3.1 Revisit the importance of the Belhamite values when it comes to promoting good behaviour, trauma informed practice, modelling positive relationships and self-regulation</p> <p>Teach and model positive behaviours through whole school assemblies</p> <p>3.2 Clarity of roles and responsibilities within the escalation procedure</p> <p>Behaviour will be a standing item on the SLT meeting agenda</p>	<p>4.1 Develop a robust attendance policy using the guiding principles from the Trust</p> <p>4.2 Implement a rigorous monitoring system to spot poor attendance patterns early and address these</p> <p>4.3 Develop a bespoke approach to supporting families where needed, to encourage good attendance</p>	<p>5.1 Ensure that all parties are clear about the financial processes that need to be in place to inform the BMR</p> <p>5.2 Implement Bromcom as the school's MIS</p> <p>5.3 Implement other online platforms to support the work of the school throughout the year in line with the Trust rollout</p>	<p>6.1 Provide appropriate training for adults working in Year 1</p> <p>6.2 4x English/Maths sessions will be taught per week</p> <p>6.3 Develop the outside learning area and ensure it is effectively planned for</p> <p>6.4 Ensure National Curriculum links are made explicit in Year 1 planning</p>

<p>1.4 Ensure computing curriculum is being taught consistently. Monitor impact of teaching through pupil voice and recorded outcomes</p> <p>1.5 Further develop and embed a clear and relevant monitoring cycle</p> <p>1.6 Within the MNP scheme, ensure that pupils who are more able and those who need additional practice in class are suitably supported. Develop and define journaling</p> <p>1.7 Ensure Little Wandle reading groups/ interventions are taking place for those who need them</p>	<p>PSHE/computing curriculums</p> <p>Plan targeted sessions with parents</p> <p>Devise a plan for using devices safely in school</p>	<p>3.3 Encourage parental engagement by:</p> <ul style="list-style-type: none"> <li>• regular phone calls home</li> <li>• revisit behaviour expectations</li> <li>• clarification of expectations around behaviour</li> <li>• clarification of expectations re. communication between colleagues and with parents</li> </ul> <p>3.4 To develop a robust system to monitor and analyse pupil behaviour</p>			
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