

Curry Rivel Church of England Primary School and Little Pips Nursery

SCHOOL & NURSERY DEVELOPMENT PLAN



Priorities for 2022 – 2023

NB: This is a live working document with impact from the SEF informing implementation.

EYFS priorities in purple font

School strategy- this is being developed by the governing body Autumn 2022, but will include themes of:

- *Leadership Development & Succession Planning*
 - *Building a sustainable Nursery*
 - *Future of school within a School Trust*
 - *Sustainability and the green agenda*

Priority 1: To effectively promote Equalities and Diversity & Inclusion to improve the outcomes for staff and pupils

Rationale:

- We consider that equality means breaking down barriers, eliminating discrimination and ensuring equal opportunities- we want to be a more confident school when promoting inclusion and eliminating discrimination. Although our policies are compliant, we want to review their impact in light of good practice and to enable staff to become confident educators in the area of equality and inclusion.
- There is now much better early identification of need and the differentiation in the school's graduated response between concern and SEN Support has helped to ensure that additional provision is provided at the point concerns are identified rather than when a child is moved to SEN Support. It is acknowledged that historically there had been an under identification of SEN at the school and that the school had not always been alert to making applications for EHCPs. Numbers of pupils on our SEND register have increased this year & we have at least 4 pupils with new EHCPs. Somerset have launched a new 'Somerset Graduated Response', which we want to embed to further improve provision.

Monitored by: SEND Governor

Success Criteria:

- Up-to-date Equality policy & objectives, and Accessibility Plan
- Staff surveys show they feel more confident in promoting diversity and inclusion
- Curriculum audits, staff & pupil voice evidence an understanding, appreciation and respect of difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Increase in pupils with SEN Support and EHCPs will increase to accurately reflect pupil needs.

Ofsted link: Leadership & Management; Personal Development; Quality of Education

Intent	Implementation	Led by	When	Resources/ Cost	Impact
EARLY YEARS/FOUNDATION STAGE: To enable nursery staff to become confident educators in the area of equality and inclusion.	<ul style="list-style-type: none"> Staff to audit, review and adapt their curriculum planning to ensure that deliberate decisions are made to ensure diversity and equality is promoted. Audit books and images to ensure they reflect diversity in Britain and the world today Feature fictional and non-fictional characters from a range of cultures and times in storytelling. (Foundation stage) Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance include a focus on the lives of both women and men. 	AG ZY	On-going	22/23 Budget consideration for more resources	
To ensure that the school fulfils its statutory duties under the Equality Act 2010	<ul style="list-style-type: none"> Review and update school's Equality Policy, Guidance & Objectives Ensure the school's current Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe 	AP HvC	Dec 22	22/23 Budget consideration for physical adaptations which may be required	
To enable school staff to become confident educators in the area of equality and inclusion.	<ul style="list-style-type: none"> Staff training. E.g. Dion Bunting/Young Somerset All subject leaders to audit, review and adapt their curriculum planning to ensure that deliberate decisions are made to ensure diversity and equality is promoted. Primary Futures programme to be designed with increased range of diversity represented Audit reading books to ensure they reflect diversity in Britain and the world today Continue to reflect on Literacy Tree English texts to reflect diversity and inclusion. Consideration given to equality when planning for clubs E.g. Girls' football club 	AP SLs	Dec 22	Training: Approx £200 Reading books: £500	

<p>To further develop our SEND provision</p>	<ul style="list-style-type: none"> • Review SEND Information report • Devise a questionnaire which captures teacher and TA perceptions of their own confidence in supporting different types of SEN. • Undertake an analysis of school data in relation to SEN including comparing school data to national averages in areas such as prevalence of different types of SEN and other deeper analysis. • APDR format to include progress measure and aspirations • For APDR, further support teachers in the writing of SMART targets and to reference the child's aspiration in relation to the area of support being provided. • Staff training on the Somerset Graduated Response. • Staff to use new initial concerns form and 'checkers' when there are concerns. • Facilitate and support provision of 4 new EHCPs, and monitor impact. 	<p>LW HvC</p>	<p>On-going</p>		
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Priority 2: Develop a culture where “attendance is everyone’s business” to improve our school attendance

Rationale:

- Our absence rate of 5.1% is in line with national average, but school attendance continues to be below expected levels following the COVID pandemic. Persistent absence rate 2021/22 was 8.9%.

Monitored by: Attendance governor

Success Criteria:

- Clear policy and processes
- Staff aware of their roles and responsibilities
- Clear tracking of data
- Evidence of early intervention
- Decreased absence, persistent absence and lateness. Target attendance rate 96%.

Ofsted link: Behaviour and Attitudes

Intent	Implementation	Led by	When	Resources/ Cost	Impact
Implement the Department for Education released new attendance guidance ‘Working Together to Improve Attendance’	<ul style="list-style-type: none"> • Reviewing robust daily processes to follow up absence. • Develop a new school attendance policy on the school website which all staff, pupils and parents understand. • Staff to receive training to develop and maintain a whole school culture that promotes the benefits of good attendance. • Attendance officer to receive up-to-date training • Review and develop early intervention • For pupils with persistent and severe absence, work with CLP and Local Authority to provide additional targeted support in place to remove any barriers to attendance and re-engage these pupils 	AP AH HD	On-going	Training: £200	
Raise profile and importance of attendance	<ul style="list-style-type: none"> • New awards, displays, website and social media content. • Review communication with parents on pupil attendance in line with latest guidance and evidence 	AP	Dec 22		
Identify pupils needing support earlier, building attendance reports and offer trend insights for different groups	<ul style="list-style-type: none"> • School to share daily attendance data and take part in research, as advised by the DfE to get access to daily attendance reports to be able to compare data from the previous academic year, for a school or an individual. 	AP	On-going		

Priority 3: Develop an effective and consistent relational approach to behaviour

Rationale:

- The school has received a grant to work alongside 14 other Somerset schools to develop a relational approach as part of the 'Pathfinder Project'. This aims to support the development of a behaviour policy that is implemented consistently across the school and aims to have a preventative function through the use of de-escalation techniques and a culture that promotes a positive and calm environment and where consequences teach rather than punish.
- Pupils' behaviour and conduct is positive but leaders want to support staff in using evidence-based research to underpin the management of pupils' behaviour.

Monitored by: SEND Governor

Success Criteria:

- Revised behaviour principles and policy
- Staff to know what is meant by relational practice and what this means practically on a day-to-day basis for how students are interacted with and responded to.
- Behaviour logs shows reduction in repetitive behaviours
- Reduce use of suspensions
- De-escalation strategies to be clearly evident around school
- Staff surveys show they feel more confident about managing and teaching behaviour

Ofsted link: Behaviour and Attitudes

Intent	Implementation	Led by	When	Resources/ Cost	Impact
EARLY YEARS/FOUNDATION STAGE: Develop staff understanding of the relational approach	<ul style="list-style-type: none"> Implementation of new behaviour principles and relational policy to be reflected in nursery policy and practise. E.g Common rules, language Nursery manager to cascade de-escalation strategies and zones of regulation training to staff team Nursery manager to cascade staff CPD from EP service that involves learning about the rationale for trauma-informed practices and the evidence around Adverse Childhood Experiences (ACEs) and how these impact development. 	AG	On-going		
Strong policies to underpin relational approach to behaviour	<ul style="list-style-type: none"> Governors to review behaviour principles Develop new relational behaviour policy 	Govs AP	Dec 22		
Develop staff understanding of the relational approach	<ul style="list-style-type: none"> Staff CPD from EP service that involves learning about the rationale for trauma-informed practices and the evidence around Adverse Childhood Experiences (ACEs) and how these impact development. Restorative Justice Training/Zones of Regulation Training (Karen Davey) for staff and lessons for pupils Emotion Coaching Training Team Teach/De-escalation training for staff Staff to visit other Pathfinder schools to inform own practice 	AP/HvC	Apr 22	£500 £500 £1000 £1000 for cover	
Improve provision for pupils with SEMH needs	<ul style="list-style-type: none"> Develop sensory/nurture room/garden 	LW HvC	Oct 22	£2000	
ELSA to offer increased opportunities for pupils to access support & learning around zones of regulation, de-escalation and restorative justice.	<ul style="list-style-type: none"> ELSA to lead social skills groups ELSA to lead 'Place2be' at lunchtimes, where emotional support available to all pupils 	AP	Oct 22	£4500 for lunch cover	

Priority 4: Develop a writing culture within the school and to raise the proportion of pupils reaching ARE and GDS so that they are in-line with national expectations

Rationale:

- During 2021/22, our SDP focus on reading resulted in a high level of impact on outcomes E.g. In 2022 in Year 6, 80% of pupils achieved ARE+ (Up 9% on 2018) and 40% achieved GDS (Up 11% on 2018). However, writing outcomes are lagging behind across all year groups.

Monitored by: English Governor

Success Criteria:

- Consistent print style in Year 1 and cursive Y 1-6
- Improved handwriting across all year groups and pupil groups
- Children's writing stamina will increase to pre lockdown levels, enabling children to write for longer periods, more technically accurately and in a more complex style.
- Teacher modelling explicit in use of handwriting style
- Teacher modelling, feedback and assessment focused on statutory spellings.
- Target 75% ARE+ for all year groups

Ofsted link: Quality of Education

Intent	Implementation	Led by	When	Resources/ Cost	Impact
EARLY YEARS/FOUNDATION STAGE: Develop a clear approach for school readiness	<ul style="list-style-type: none"> • Phonics and Early Reading Lead to work with nursery staff to ensure that the children's speaking and listening skills lay the foundations for Foundation Stage phonics learning • Writing focus for 'school readiness' to be developed • Fine/Gross motor skills to be developed through individual planning and continuous provision • (Foundation stage) Language rich environment (word of the week) • (Foundation stage) Follow same approaches school e.g s factors nip and flip. • (Foundation stage) Support for left handed children. 	AG ZY	On-going		
Develop whole school commitment to new handwriting focus	<ul style="list-style-type: none"> • Staff training/INSET • KS1 use SSP handwriting to support taught lessons of letters. • Whole-school assessment of pupil handwriting and left-handed writers • Use agreed non-negotiables for handwriting: font, joining style, provision for left-handers, focus on common errors, self-referral for pen, explicit teaching of upper/lower case letters • Use of the 4ps P Checks- posture, pencil, paper and pressure (National Handwriting Association); Pencil grip- nip, flip and grip; S factors for success • 6 week whole school intervention (S Warwickshire)- focus on letter formation • Identify target children for intervention • Self-referral system for pen licence 	FT	On-going		
Raise profile and importance of writing	<ul style="list-style-type: none"> • Literacy Tree texts promote relevance of and engagement with writing outcomes • Real-life purpose for writing is promoted • Sharing writing outcomes with real-life audiences • Raise profile of grammar and SPaG with KS2 flashbacks using teacher AfL 	FT	On-going		

<p>Develop accuracy and complexity of writing</p>	<ul style="list-style-type: none"> • Embed Literacy Tree units to develop sequential and progressive learning objectives. • Termly science writing outcomes • Use genre specific non-negotiables • Use progressive non-negotiables for writing • Consistent use of PSPs in KS2 • Ensure teachers are teaching statutory spellings • Consistency of Spelling Shed curriculum spelling teaching and learning • Focus on teacher modelling • CLP and internal moderation 	<p>FT</p>	<p>On-going</p>	<p>Sarah Cook Training £1000</p>	
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Priority 5: To develop an engaging and sequential school curriculum that meet the needs of the pupils at Curry Rivel

Rationale: There have been huge development in curriculum design since the then new headteacher supported new curriculum implementation from September 2020. Through COVID disruption and staff changes, the school has focussed wholly on teaching a well organised and sequential curriculum so we are in a position to know strengths and areas for development. Monitoring of all subject areas is prioritised, systematic and focussed. We now want to go beyond overviews and sequences and ensure all aspects of our curriculum intent are having high impact on the children's knowledge, skills and independence. Maths outcomes have been strong E.g. 76% ARE+ and 36% GD in Year 6 but interruptions to the Mastery Project with the Boolean Maths Hub have slowed developments.

Monitored by: Curriculum Working Group

Success Criteria:

- In maths, use of manipulatives and CPA methods consistent across school
- 75% of children to 'pass' multiplication check in Year 4
- 80% of pupils to achieve ARE+ in Maths
- Pupils demonstrate increased cumulative knowledge and skills in Geography, Music and MFL
- Increased opportunities for 'thinking scientifically' in Science.
- Subject leaders able to explain how the Early Years lay strong foundations for children's learning.

Ofsted link: Quality of Education

Intent	Implementation	Led by	When	Resources/ Cost	Impact
EARLY YEARS/FOUNDATION STAGE: Ensure access to literature and story is ambitious to give children the cultural capital they need to succeed in life.	<ul style="list-style-type: none"> • Literature to be linked to all areas of learning. • Agree core texts, stories, rhymes and songs via long term early years plan 	AG/FT	Dec 22		
EARLY YEARS/FOUNDATION STAGE: Further develop communication with parents/carers, and improve their knowledge and understanding of the curriculum	<ul style="list-style-type: none"> • Increase parental participation with 'Stay and Play' for purposeful involvement • Forest school stay and play sessions for Nursery parents 	AG	Dec 22		
EARLY YEARS/FOUNDATION STAGE: Develop mastery maths for FS	<ul style="list-style-type: none"> • (Foundation stage) Research evidence base for good practice in maths provision for the early years E.g. NCETM 	ZY/JB	On-going		
EARLY YEARS/FOUNDATION STAGE: Ensure a balanced curriculum- between what is adult led and what is child-led	<ul style="list-style-type: none"> • 5 a day story approach • Leaving space in the curriculum to follow children's interests- This will be evident in the Nursery floor book and Tapestry observations • Deliberate decisions about joined up working in joint projects E.g. Story workshops and pantomimes and sports days • Increase opportunities for children to learn about oral hygiene 	AG	On-going		
SLs to use release time to develop and monitor their curricular areas	<ul style="list-style-type: none"> • Know how successfully their subject is adapted, designed or developed to be ambitious and meet the needs of pupils with SEND and to know the impact of the curriculum on other vulnerable learners (E.g. PP, CLA, EAL) • How their subject is underpinned by practice in EYFS 	SLs	On-going		

	<ul style="list-style-type: none"> • Promotion of diversity and equality • Effectiveness of on-going assessment (AfL, TAR and marking) in addressing gaps and misconceptions • Identification of GDS within their subject • How well knowledge is 'sticking' and skills are progressive • Opportunities for and quality of writing in their curricular area • Use of authentic resources/Develop opportunities for Primary Futures 				
SLs to develop expertise and become curriculum thinkers	<ul style="list-style-type: none"> • All subject leaders to review latest DFE/Ofsted guidance and evidence informed approaches to inform pedagogy and planning and to lead at least one lead staff training. 	SLs	On-going		
Embed high quality teaching of maths reasoning and problem solving and facilitate high quality learning using Concrete Pictorial Abstract (CPA) methods	<ul style="list-style-type: none"> • Audit concrete and manipulative resources and identify priority areas for investment. • Ensure RTP and NCTEM units being used effectively to develop deeper mathematical thinking and talk. • Planning should facilitate increased use of reasoning tasks and skills. • CPA (concrete, pictorial, abstract) methods will be used to model and demonstrate mathematical thinking where valuable to enhance and deepen learning. • Children will have increased opportunities to use own representations. • Where possible, link Mathematical concepts to other curriculum areas (e.g measures in Science, data in Geography). <p>Children to be expected to speak in full sentences using sentence stems</p>	JB	On-going		
Develop consistent systems for securing fluency in key facts and number sense by	<ul style="list-style-type: none"> • Develop efficient procedures for children to learn and practise number facts, recall and practice fluency implementing the Number Sense programme. • The use of Timestables Rockstars to be developed further to support and inspire pupils to learn times tables at home and in school. • School to have a clear progression and preparation plan for the Year 4 Multiplication Times Table Check (MTC). (See separate progression document). • Daily opportunities for number facts and times table retrieval in addition to lessons. 	JB	On-going		
Identify effective intervention for the lowest 20%	<ul style="list-style-type: none"> • SL to be clear on school's approach to Maths Intervention 	JB			

Priority 6: To ensure the schools' ambitious Christian Vision and Values are realised through strong, shared values, policies and practice.

Rationale:

- **SIAMs report 2017 stated the following areas of development:** Promote the school's Christian vision more widely, in a process involving the whole school community, to create a consistent understanding of how biblical principles underpin the school's ethos. Further enhance the children's knowledge about Christianity and other faiths by developing first hand learning opportunities and experiences; Improve the personal spiritual development of all learners by using the outcomes of monitoring and evaluation by the whole school community to help enrich collective worship.

Monitored by: Foundation Governors

Success Criteria:

- Governors, staff, parents and pupils can articulate the schools vision and values
- The vision and values underpin decision making, policy and practise
- Rich spiritual opportunities exist across the curriculum
- Pupils enjoy questioning, listening, and responding creatively
- Children can discuss the Big Story and its concepts

Ofsted link: Leadership and Management; Personal Development

Intent	Implementation	Led by	When	Resources/ Cost	Impact
Deepen impact of the school vision and values	<ul style="list-style-type: none"> • Staff training • Use vision to shape developments and policies E.g. School rules (Living the values) • Vision and values to be linked to collective worship • Vision and values to be lived daily in all of our actions and endeavours and staff to support children in making the connections. E.g Pupils how values help them make positive choices. • Website to promote vision and values clearly • Foundation governor to evaluate the effectiveness of the school as a church school using the seven strands from the SIAMs schedule. • Develop opportunities for 'courageous advocacy' challenging injustice and engaging in social action. • Link charitable activities to vision and values 	AP	On-going		
Embed 'Understanding Christianity' for RE teaching	<ul style="list-style-type: none"> • New units of work to be developed • Concepts from the 'Big Story' to underpin RE lessons, as well linked explicitly to collective worship. <p>The 'Big Story' concept pictures to be visible around the school to help children's 'sticky knowledge'.</p>	HvC	Dec 22		
Staff training on developing children's spirituality	<ul style="list-style-type: none"> • Develop a definition and shared understanding of spirituality • Deliver staff training on spirituality and tools to develop within school • Reflection stations to be developed around school and in classrooms • Opportunities to develop spirituality linked to curriculum • Christian Distinctiveness governor group to support and monitor with regular meetings and visits • Concise audit of current evidence of spirituality across the curriculum. 	AP	Apr 23		

	<ul style="list-style-type: none"> • Staff and children able to discuss spirituality, linking to ‘window, mirror, door’ approach 				
Enrich collective worship	<ul style="list-style-type: none"> • Staff training • Involve more staff and ministers in leading worship • Build improved systems of monitoring and feedback of collective worship • Increase pupil participation 	AP	On-going	£200	

Acronyms used in this document

ARE: Age related expectations
 AfL: Assessment for Learning
 CPA: Concrete, Pictorial, abstract
 CDP: Continuing Professional Development
 GDS: Greater depth within the expected standard
 LT: Leadership Team
 INSET: In service training
 IT: Information Technology
 KS1: Key Stage One
 KS2: Key Stage two
 NCTEM : National College for the Excellence of Teaching in Mathematics
 PPM: Pupil Progress Meeting
 PFSA: Parent Family Support Assistant
 RE: Religious Education
 SATs: Standard Assessment Tests
 SCC: Somerset County Council
 SEF: Self Evaluation Form
 SEMH: Social Emotional Mental Health
 SENDCo (Special Educational Needs and Disabilities Co-ordinator)
 SL: Subject Leader

SMSC: Spiritual, moral, social and cultural development
 SENDCo: Special Educational Needs & Disability Co-ordinator
 SIAMS: Statutory Inspection of Anglican and Methodist Schools
 TAs: Teaching assistants
 TAC: Team Around the Child Meeting
 TAR: Teacher Assessment Record

Initials of Staff

AP: Ali Pook (Head Teacher)
 HVC: Hannah van Cole (Senior Teacher, SEND support, Science and RE lead)
 AG: Nursery Manager (Maternity Cover)
 LW: Lisa Waller (SENDCo)
 JB: Jack Bridgeman (Maths lead)
 FT: Fay Tucker (English lead)
 ZY: Zoe Yarde (Phonics and Early Reading lead)

