



**St Elisabeth's CE Primary School
School Development Plan
2022-23**

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Priority 1 – Enhance provision and increase participation in areas of the curriculum.

Why is this a priority? Attainment is not in line with National. Children have lacked exposure to a range of cultural experiences and have not partaken in wider opportunities which promote inclusion and provide opportunities for children to showcase their talents.

What do we hope to achieve? Children to fulfil their potential and be in line with National.

Development Area	Objectives	Milestones/Evidence			Success Criteria
		1	2	3	
<p>Curriculum To develop a knowledge and skills based curriculum</p>	To further develop our curriculum so that it shows progression from N to year 6 in all curriculum areas.	HT and DHT to meet HT at Crossacres school re their curriculum. HT to meet and work with all subject leaders to further develop the curriculum; add knowledge and skills progression. £200 per subject=£1200 £400 for training on Jan INSET day Supply to cover subject leaders 10 days x£200	Training for teachers to understand the curriculum (Crossacres staff) Teachers to implement the knowledge and skills: review planning over the remainder of the Spring term.	Review the curriculum taught 2022/23 and amend if required.	Progression in knowledge and skills from N to year 6 in all subject areas. Staff teaching the relevant knowledge and skills. Children's are learning skills and knowledge Knowledge and skills curriculum demonstrates progression.
<p>Curriculum To ensure the curriculum is implemented consistently across all key stages.</p>	To implement the school's curriculum consistently.	To monitor books and teaching in line with the cycle of monitoring. DHT non-contact time and sub leader release time	To ensure clear expectations are articulated to staff all are aware of the school's expectations.	To support staff to ensure the curriculum is implemented consistently.	The curriculum is implemented consistently throughout school and all children are having access to it.
<p>Evaluation</p>					
<p>Educational Visits: To enhance learning through quality trips and visitors to school</p>	To review and enhance learning through trips/visitors linked with the planned curriculum.	Children to engage in visits	Children able to use their learning experience to support their writing across the curriculum	Pupils to share their learning and enthusiasm in Class assemblies.	Children will have a hands on approach to learning and have a broader experience. Children will be able to recall what they have learnt.

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<u>Evaluation</u>					
French: To re-implement the French curriculum	For children in KS2 to access the French curriculum via a planned catch up approach	Children in year 3 and 4 to access the year 3 curriculum. Children in year 5 and 6 to start at the year 4 curriculum.	Children to showcase their learning in Class assemblies	Review learning at the end of the year to plan progression for next year.	Children becoming articulate in French conversation and are developing the vocabulary.
<u>Evaluation</u>					
Music: Re-establish Music across school Source specialist staff to improve provision within the classroom. Find opportunities for pupils to perform.	All children in school have access to the Music Curriculum. Source qualified music staff to enhance provision within KS2. Staff in KS1 and EYFS to implement Music in the Classroom.	Set up the old Nursery as a Music Room Meetings with external music providers.	Increase participation and support for the teaching of music within the classroom-KS1 and EYFS	Events/opportunities to showcase musical skills and talents eg class assemblies	Children enjoy music. That we begin to establish a clear progression of musical skills across classes.
<u>Evaluation</u>					
<u>Cultural Understanding:</u> Promote a greater understanding of different cultures whilst developing a sense of Belonging to the ST JAE Trust. Further promote ECO school so children have a greater understanding of environmental issues and how they help.	To join the Linking Schools Project with other schools across the Trust. To further develop the school as an ECO school and develop children's understanding of 'being green'	Meeting with the Ethnic Diversity Service to plan the links, Identify a school in the Trust to link with. Identify a year in school to link with. ECO school plan the next steps in school: Book swap before Christmas.	Utilise school budget to facilitate links with schools in the Trust £50.00-fee £175.00=bus Sunflower planting/competition and development of the outdoor garden area. Seeds for the children and compost £200	Children in the Trust meet and engage in activities together to develop a sense of belonging. Growing food in the garden area. Understanding of conservation: visit to the Zoo. ECO work and visits linked to the knowledge and skills curriculum.	Children will have sense of belonging to a greater family other than just the school Children will gain a greater understanding of the traditions, beliefs, and celebrations of different cultures across our Trust. Children to have a greater understanding of 'being green' and how they can look after the world.
<u>Evaluation</u>					

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<p><u>Mental Health</u> To develop the role of the mental Health Lead in school.</p>	<p>To further develop and review the provision for mental health in school.</p>	<p>SENDCO to attend Solihull training and apply for DFE funding for DFE training</p>	<p>SENDCO to disseminate information to school, identify children for support.</p>	<p>To claim the funding for the school for CPD. SENDCO to attend accredited training Time to disseminate training to be created over this year and next.. £1200 DFE money</p>	
<p><u>Evaluation</u></p>					
<p><u>Review:</u></p>					

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Priority 2 – To ensure the teaching of Reading, Writing and Maths is consistently good across school to enable all pupils to make expected progress.
Why is this a priority? The pandemic has impacted negatively on many aspects of the curriculum and particularly on children's writing. The school progress measure in writing has significantly increased to be -0.2 but progress in writing is not consistent across school. The progress measure in Maths is -1.2. This is a significant increase but needs to increase further.
What do we hope to achieve? Children to become able writers across school, make good progress and apply learning to other areas of the curriculum.

Development Area	Objectives	Milestones/Evidence			Success Criteria
		1	2	3	
Reading	Reading to be taught consistently in all classes across school. All children to demonstrate expected progress and access QFT	Consistency documents and Expectation documents reviewed and shared with staff.	Drop ins and feedback Opportunities to observe other staff.	1-1 lesson demonstrations to support staff	Children making expected progress. Children confident in reading Children reading with fluency and accuracy.
Evaluation					
Writing Develop a consistent approach to the teaching of writing across school from EYFS to year 6.	All children have access to QFT in writing. All children demonstrate progress in writing towards ARE.	CPD for staff in the Autumn term: expectations, success criteria, SPAG teaching, assessment support Review English books	1-2 lesson demonstrations to support staff Writing Drop ins throughout the year Peer teaching CPD	Moderation of writing in phases and with SLT to identify next steps.	Children making expected progress. Children confident in writing Children using the correct punctuation Children's writing having structure Children using Conscious Control in the use of language in their writing.
Evaluation					
Reading and Phonics: To implement the Little Wandle Phonics programme to develop Early Reading including EYFS and into KS2 where children have not passed the phonic check.	All children have access to QFT in Phonics and Reading Staff to follow the teaching sequence and lesson structures when delivering Phonics. All children demonstrate progress in reading and writing towards ARE. Children to have access to shared reading in EYFS and Reading Practice as part of the Little Wandle programme in KS1 and 2 (where required)	Quality training for all staff using the Little Wandle programme. Information sessions for parents and information on the school website for parents. Phonics Catch up intervention delivered as part of the NTP tutoring programme.	Initial assessment of children's Phonic knowledge. Programme implemented Half termly Assessments Reading Practice implemented Drop ins to phonic sessions. Review of Reading	Little Wandle reviewed termly and at the end of the for impact. Phonic leader carry out drop ins to enable further support for staff. Staff meeting time.	All staff confident in delivery of Little Wandle Children accessing QFT Children making progress in Phonics Children in yr2 and KS2 make progress and pass the Phonics screen Increase in number of children passing the Phonics screen

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		Staff to implement guided Reading using the Little Wandle programme. INSET day- TA overtime On-going training for staff and new staff.			Children applying Phonics learned to their reading and writing. Children making at least expected progress in Reading KS1 Reading results are closer to National scores. Year 2 children pass rate is closer to National. Children reading the correct books based on assessments and
Maths Develop a consistent approach to the teaching of Maths across school.	All children have access to QFT in writing. All children demonstrate progress in writing towards ARE. Children to use and understand the correct mathematical language Children to develop mental maths skills Children able to reason about their maths work.	Review of questions from previous years Review Maths books, identify development areas.	Review language of maths and CPA approach-Spring term CPD refresher (from Dave Godfrey) White Rose In class support Focus on basics in number: number bonds, x tables. Investigate further training to support development	Maths drop ins throughout the year to review teaching of maths, CPA and language used. Develop a 'teaching mixed age class' maths guidance document.	Children making expected progress. Children confident in reasoning about maths Children using the correct Language Increase in average score on x table check
Review:					

Priority 3 – Effective use of 'Recovery Premium' and 'Tutoring Grant' and developing a sustainable model for highly effective intervention beyond the funding period.
Why is this a priority? It is important that funds are used appropriately, but also that a model is developed which will allow such provision to be provided in the future. Children who are working below ARE and not on track to meet targets have the opportunity to catch up.
What do we hope to achieve? To implement a programme of intervention that supports children catching up particularly in year 2 and 3 but also across school.

Development Area	Objectives	Milestones/Evidence			Success Criteria
		1	2	3	

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<p><u>English and Mathematics:</u></p>	<p>To provide 15 hours of tutoring in both English and Mathematics, prioritising Y2, Y3, Y6 and Y5 pupils.</p>	<p>Identify pupils and source suitable tutors using Connexus Education Design a bespoke programme of study appropriate to the needs of learners. Ensure appropriate technology/assessments available for both staff and pupils</p>	<p>Agree impact measures. Tuition to begin. Regular monitoring and feedback Feedback to parents</p>	<p>Review programme and decide whether to continue in the summer term. Establish groups for each 15 hrs.</p>	<p>Fully costed tuition programme in English and Mathematics will have been completed and assessment outcomes will show that it has had a positive impact on outcomes for learners.</p>
<p><u>Reading and Phonics</u></p>	<p>To prioritise children for Phonics Catch using the Little Wandle Catch up programme.</p>	<p>Identify pupils and source suitable tutors using Connexus Education Design a bespoke programme of study appropriate to the needs of learners. Ensure appropriate technology/assessments available for both staff and pupils CPD for Tutors in Little Wandle Catch up. Training for tutors</p>	<p>Agree impact measures. Tuition to begin. Regular monitoring and feedback Feedback to parents</p>	<p>Review programme and decide whether to continue in the summer term. Establish groups for each 15 hrs.</p>	<p>Fully costed tuition programme in Reading and Phonics will have been completed and assessment outcomes will show that it has had a positive impact on outcomes for learners.</p>
<p><u>Review:</u></p>					