



SCHOOL DEVELOPMENT PLAN SUMMARY

The 2023-2024 School development Plan has been created from a range of sources including self-evaluation; data analysis; feedback from external sources and internal monitoring. The School development Plan is split into 5 main priorities; for each priority, a number of actions are planned to take place throughout the year.

OUR PRIORITIES FOR 2023-2024

SDP PRIORITY 1: To continue to develop a community that is aware, articulate and able to identify and improve **wellbeing and health**.

Rationale

- Good mental health and wellbeing is essential for schools and their communities. It helps them to learn effectively, cope with day-to-day challenges, and develop into resilient young adults. The Islanda wellbeing programme puts wellbeing at the heart of education to develop a 'culture' for positive wellbeing that benefits the whole community.
- Counselling - The main aim of our school counsellor is to help our children to overcome any issues they face that impact their performance and development. The number of referrals increases year on year.
- No Mow loan - The school field needs to be a safe space in which the children can play. After 10+ years, the NoMow surface is in need of complete replacement so that children have access to a safe surface on which to play during breaks, lunchtimes, outdoor learning sessions and PE.

Actions

- Continue with Islanda wellbeing programme to support all of the school community, including sessions for parents
- School counsellor to provide wellbeing support to vulnerable pupils
- Regular curriculum meetings to inform parents about how to support their children at home
- Nomow to be replaced over the summer, to provide a safe space for children to play during school, at after school club and holiday clubs with support from the SPSA

SDP PRIORITY 2: To develop a **consistent approach to teaching and learning** by embedding Rosenshine's principles of instruction throughout the school to support **vulnerable groups** e.g. SEND and PPG

Rationale

- Rosenshine's Teaching Principles emerged from a desire to enhance learning outcomes and offer a systematic approach to learning. By synthesising various aspects of teaching, Rosenshine developed an approach to teaching that optimises effective instruction.
- Over time, these principles have evolved to accommodate diverse learning styles, incorporating cognitive science insights to further improve their efficacy. Teachers who adopt Rosenshine's Principles can expect to create a more engaging learning environment that caters to students' individual needs and fosters better understanding and retention of subject matter.
- By developing a consistent, research based approach to teaching and learning, with all staff involved (including support staff) this will raise attainment in all pupils and ensure the gap is narrowed between vulnerable groups and their peers.

Actions

- Training for all staff on Rosenshine's principles
- Rosenshine principles displayed in classrooms and embedded throughout the school as part of the SPPS learning culture
- Greater focus on working walls in classrooms



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SDP Priority 3: To embed our curriculum (including the EYFS), ensuring it is diverse and inclusive, with a greater focus on assessment and securing key learning to improve outcomes for all pupils.

Rationale

- We have developed a new curriculum that shows progression and recognises the diversity of our school population. Now we need to ensure that knowledge is built on, retained and that outcomes are improved in all subject areas.
- Our EYFS curriculum should ensure that it provides opportunities to develop children's personal and social development as well as early reading, writing and mathematical skills.

Actions

- To ensure that our school curriculum reflects the diversity within the school community.
- To celebrate the range of cultures within our school.
- To ensure that modern foreign languages are taught across the school.

SDP Priority 4: To ensure that our writing curriculum supports good progression of transcriptional skills across the school.

Rationale

Our recent Talk 4 Writing report advised that we continue to develop the English curriculum around the 4 key domains:

- Language: of the text & also more broadly.
- Structures/plots: e.g. warning pattern: give a warning, ignore warning, get in trouble etc.
- Tools/concepts - linked to innovation: e.g. characterisation/character
- Transcription: handwriting, spelling, grammar and punctuation

Our recent moderation sessions across the school show that transcription skills (everyday toolkit) should remain an area of focus.

Actions

- Focus on transcriptional skills across the school.
- Ensure 'everyday toolkits' are referred to and displayed in each classroom.
- To continue to focus on spelling across the school.
- Focus on improving handwriting and fine motor skills across the school.