



School Development Plan 2022/ 2023

The Big Picture

We are focusing on these 9 main areas of development for this forthcoming year:

- Address gaps in learning as a consequence of the pandemic.
- Ensure standards continue to rise to meet national expectations.
- Implement new curriculum schemes in Music and MFL.
- Increase awareness across the school of character education.
- Promote and support the well being of all members of our school community.
- Develop group learning conferences to see the impact of our curriculum on children's learning.
- Support our Early Career Teachers using the new Early Careers Framework.
- Develop sustainability within our environment and increase awareness of caring for our environment.
- Embed the EYFS Curriculum and improve the number of children achieving the GLD.

The purpose of these nine key areas is to ensure that all staff have clarity over their roles and contributions that they can make to these overarching key areas.

**Our Targets for the year –
EYFS – 70% GLD Phonics – 80%**

Objective	Outcome KS1 Expected +	Greater Depth	Outcome KS2 Expected +	Greater Depth
Reading	77%	24%	78%	33%
Writing	71%	14%	77%	10%
SPAG	N/A%	N/A%	77%	34%
Mathematics	77%	23%	80%	25%
Combined	66%	11%	65%	8%

Using Fischer Family Trust our challenging targets will put us in the 50th percentile of all schools including our Provision, Pupil Premium and SEN children & 20th for KS2 with Reading/Maths.

Poverest Primary School – Orpington
School Development Plan 2022 – 2023

QUALITY OF EDUCATION
To ensure that the quality of education throughout the school is Good or Outstanding
STANDARDS COMMITTEE

Key Priority	Activities	Timescale	Person/s	Monitoring and Evaluation	Progress/ Impact		
					Current date RAG or commentary		
					Autumn	Spring	Summer
What are the main objectives based upon criteria for Good or Outstanding delivery	How specifically things must be done? Consider the cost, sustainability and versatility of the resource.	When are the completion dates?	Who is leading the initiative?	What evidence do you have, how do you review it and where is it kept?	Key Events:	Key Events:	Key Events:
Address gaps in learning as a consequence of the pandemic.	Interventions	Programme set up in September. Interventions introduced to TAs in a meeting.	PH/GM	All interventions are recorded on Insight for tracking purposes. All TAs have a physical record of the interventions they do each day and also when they do not occur due to cover reasons.			

		Reviewed as part of PPRs 6 times a year.					
	Tutoring Programme	Main start in October when staff available. Ongoing whilst funds are available.	SW/PH/G M	All interventions are recorded on Insight for tracking purposes. All Tutors have a physical record of the interventions they do each day and also when they do not occur due to cover reasons.			
	PPR	October 22 December 22 February 23 March 23 May 23 July 23	PH	All PPR records are saved on Google Teacher Share. These are reviewed at each PPR half termly.			
Ensure standards continue to rise to meet national expectations - Writing	New Feedback Policy	Staff and SLT meetings in September. Impact reviewed in November learning walk.	PH	Staff meeting minutes New policy written and will be agreed by governors. It will be reviewed during the year as to whether it encourages pupil progress and adaptations made for 23/24 if required.			
	New target system for writing	September Staff Meeting	IR/NA/KI	Staff meeting minutes. New target system will be seen in books and children will be able to talk about their targets in learning conferences.			
	The Oracy Project introduced in Reception and Year 1	Staff training in Sept, Nov and Jan (Autumn	IR/NA/KI, supported by JA from the Local Authority	Training notes and feedback from JA as well as staff. Monitoring of children's Writing books.			

		Term focus)		Pupil conferences.			
	Improving Grammar across the school	Staff training in Nov (Spring Term focus)	IR/NA/KI, supported by JA from the Local Authority	Training notes and feedback from JA as well as staff. Monitoring of children's Writing books. Pupil conferences.			
	New Handwriting Policy	Staff training in Spring Term	IR/NA/KI	Feedback from staff. Monitoring of children's Writing books.			
Ensure standards continue to rise to meet national expectations - Phonics	Support and enhance the scheme to ensure long term memorisation of sounds.	Learning Walks each term	EW/IR	Learning walks and assessments show that through daily flash cards of all phonemes the children can remember the sounds.			
	Have a structured phonics intervention programme supporting the new scheme.	Linked to PPR dates	EW/IR	At each PPR children have been identified for phonics interventions as well as seeing the impact of the interventions that have already taken place.			
	Parents phonics workshop for new parents	Autumn Term parents workshop	EW/IR	Parents invited every Fri to watch phonics teaching. Feedback comments from the workshop.			
Implement new curriculum schemes in Music and MFL.	Staff training for Music Scheme.		GM	Learning Walk and conferences			
	Staff training for Spanish Scheme.		SM	Learning Walk and conferences			
Introduce a History Recovery curriculum	Staff meeting to introduce curriculum	Spring	CMc	Book looks, Google classroom learning walks and pupil conferences			

BEHAVIOUR AND ATTITUDES

To ensure that the quality of pupils' personal development is Good or Outstanding
SAFEGUARDING, BEHAVIOUR & COMMUNITY COMMITTEE

Key Priority	Activities	Timescale	Person/s		Progress and Impact
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				Monitoring and Evaluation	Current date RAG or commentary		
					Autumn	Spring	Summer
What are the main objectives based upon criteria for Good or Outstanding delivery?	What specifically must be done? Consider the cost, sustainability and versatility of the resource.	What are the completion dates?	Who is leading the initiative?	What evidence do you have, how do you review it and where is it kept?	Key Events:	Key Events:	Key Events:
Increase awareness across the school of character education.	Develop positive character traits among pupils via new peer mediators.	Training in Sep/Oct Peer Mediators on duty throughout the year.	PH	Training record Peer Mediator Display Peer Mediator record of incident folder			
	Promote charity and volunteering among pupils.	School Council To Choose Charity of the Year	ES/FJ	Half Termly School Council Meeting minutes. Photos of events and activities that have taken place.			
	Have key character qualities which are promoted each term.	Three key character traits for each term. Sep 22 Jan 22 April 23	EW	Display of the key trait in every language spoken at the school with examples of how the children have shown that trait each term.			
PERSONAL DEVELOPMENT To ensure that pupils' welfare, health and safety is Good or Outstanding SAFEGUARDING, BEHAVIOUR & COMMUNITY COMMITTEE							
What are the main objectives based upon criteria for Good or Outstanding delivery?	What specifically must be done? Consider the cost, sustainability and versatility of the resource	What are the completion dates?	Who is leading the initiative?	What evidence do you have, how do you review it and where is it kept?	Key Events:.	Key Events:	Key Events:
Promote and support the well being of all members of our school community.	PAWSB	Dec Yr 4 completed April Yr 5 completed July Yr 6 completed	EI	Weekly jam boards show what the children have been doing. Pupil Survey at the end of the module shows the impact.			

	DOTs	Dec Yr 2 completed April Yr3 completed July Yr1 completed	EI	Google Classroom shows what the children have been learning. Pupil survey at the end of the module shows the impact.			
	Enhance the well-being team to include members from all job roles.		GM	Meeting minutes will be shared with SLT so either actions or explanation can occur,			

LEADERSHIP AND MANAGEMENT

To ensure that the effectiveness of leadership and management throughout the school is Good or Outstanding

ALL COMMITTEES

Key Priority	Activities	Timescale	Person/s	Monitoring and Evaluation	Progress/Impact		
					Current date RAG or commentary		
					Autumn	Spring	Summer
					Key Events:	Key Events:	Key Events:
What are the main objectives based upon criteria for Good or Outstanding delivery	What specifically must be done? Consider the cost, sustainability and versatility of the resource	What are the completion dates?	Who is leading the initiative?	What evidence do you have, how do you review it and where is it kept?			
Develop group learning conferences to see the impact of our curriculum on children's learning.	Learning conferences completed termly to show the implementation and impact of the curriculum.Autumn.	Timetable created in September. Learning conferences occur weekly.	PH/EW	Learning conference recording sheets are kept on Google Drive. Actions for improvement will be recorded on subject action plans if required.			
	Learning conferences completed termly to show the implementation and impact of the curriculum.Spring.	Timetable created in January Learning conferences occur weekly.	PH/EW	Learning conference recording sheets are kept on Google Drive. Actions for improvement will be recorded on subject action plans if required.			
	Learning conferences completed termly to show the implementation and impact of the curriculum.Summer.	Timetable created in April. Learning conferences occur weekly.	PH/EW	Learning conference recording sheets are kept on Google Drive. Actions for improvement will be recorded on			

		es occur weekly.		subject action plans if required.			
Support our Early Career Teachers using the new Early Careers Framework.	Ongoing training for Tutors, Mentors & ECT through the Hub.	Training starts in September and continues throughout the school year.	PH	Training attendance is a requirement of the teaching hub.			
	Regular ECT meetings with mentors ensure all teaching standards have been achieved	Weekly meetings for PT. Bi-weekly meetings for ES and MS.	PH, EW, NA	Online portal records the weekly or bi-weekly records of discussion and training. Termly reports are created and uploaded to the portal.			
Develop sustainability within our environment and increase awareness of caring for our environment.	The curriculum includes lessons on sustainability	Sustainability will be included in the school's LTP from September.	PH, MS	School's planning is published on the school website and is saved on the school google drive.			
	Eco Council established	Created in September with half termly meetings.	MS	Minutes from the ECO council meetings. Eco council will wear badges. Whole school events based around sustainability will be present throughout the year, (As a minimum termly)			
	Measures in place to reduce our energy usage.		PH, CW				

QUALITY OF EDUCATION IN THE EARLY YEARS

To ensure that the effectiveness of leadership and management throughout the school is Good or Outstanding

STANDARDS COMMITTEE

Key Priority	Activities	Timescale	Person/s	Monitoring and Evaluation	Impact or Progress Current date RAG or commentary		
					Autumn	Spring	Summer
What are the main objectives based upon criteria for Good or Outstanding delivery	What specifically must be done? Consider the cost, sustainability and versatility of the resource	What are the completion dates?	Who is leading the initiative?	What evidence do you have, how do you review it and where is it kept?	Key Events:	Key Events:	Key Events:
Embed the EYFS Curriculum and improve the number of children achieving the GLD.	Monitoring the progress of the children from their baseline assessments through Evidence Me observations and PPR.	October 22 December 22 February 23 March 23 May 23 July 23	EW	All PPR records are saved on Google Teacher Share. These are reviewed at each PPR half termly.			
	Interventions for targeted children	ongoing - reviewed at each PPR	EW	PPR show the progress of the children doing each intervention			
	Curriculum resources and the learning environment reflect the needs of the children.	ongoing reviewed at each PPR and during Learning Walks	EW	Learning Conferences, pupil perceptions and Evidence Me show that the learning environment is changing to meet the needs of the children.			

Vision Statement Application Plan

Poverest is a genuine community school, providing a safe, positive and welcoming atmosphere and environment conducive to learning. We promote and support equality of opportunity for all our young people, who are nurtured and enabled in a collaborative, inclusive, and open manner. We seek to meet, challenge, and raise expectations, within our diverse and rightly demanding community.

Key Objectives	Actions taken	Who	When	Success Criteria/Impact – end of year statement	Monitoring and Evaluation
<p>Ensure that our school provides a safe environment, that supports effective teaching and learning for all, whilst also promoting sustainability</p>	<p>Ensure all staff and Governor’s role model expectations.</p> <p><u>Children’s wellbeing</u>: Governors to meet with SLT fortnightly to discuss all operational matters, such as safeguarding, buildings, staffing, wellbeing of all and fresh creative ideas.</p> <p>Review policies relating to safety and wellbeing of children such as school meals, equal opportunities and diversity, participation in clubs and sports, along with ensuring the balance of learning meets the needs of all.</p> <p><u>Positive & welcoming</u>: Governors are visible in their role, and are approachable.</p> <p><u>Environmental</u>: Raise the profile of environmental/sustainability issues whole school. Move towards developing and implementing a climate action plan.</p> <p>Work with external agencies to deepen environmental awareness and enhance curriculum initiatives.</p>	<p>All</p> <p>Staff/Governors</p> <p>Chair/Vice Chair</p> <p>SLT</p> <p>FGB</p> <p>FGB</p> <p>SLT</p> <p>Nominated Teacher and Nominated Site Manager</p>	<p>On going</p> <p>Fortnightly</p> <p>Reviewed Yearly</p> <p>Ongoing</p>	<p>Governors and staff play a significant role in championing and promoting the vision</p> <p>Evidence that the vision statement is embedded in the SDP objectives.</p> <p>Consistent timed-series Survey as appropriate, to involve staff, parents, and children.</p> <p>Evidence of improved environmental sustainability</p>	<p>Governor Visits Reports discussed with SLT^a and FGB^b</p> <p>FGB evaluation of the SDP^c to ensure our Vision Statement is evident throughout the plan and the school acts upon it accordingly.</p> <p>Minutes for Behaviour and Learning committee meetings published and promoted.</p> <p>School Policies listed and approved.</p> <p>Analyse survey data and respond as appropriate</p> <p>Ensure our Environmental Policy is being adhered to.</p>

Impact:	
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<p>Our ambition for every child is for them to enjoy a positive school experience, with attention given to their emotional well-being, and individual needs met through structured learning opportunities. We strive to identify and unlock the potential of every child, hearing their voice and providing appropriate challenge amidst high quality teaching and learning environment</p>					
Key Objectives	Actions taken	Who	When	Success criteria/impact – end of year statement	Monitoring and Evaluation
<p>Ensure the right people in the right roles doing the right things.</p>	<p>Review roles and responsibilities to ensure they meet the needs of the school and provide value for money.</p>	<p>HT^g FGB</p>	<p>Yearly</p>	<p>The staffing structure supports curriculum delivery through high quality teaching and learning, as well as a high level of service in all aspects of running the school.</p>	<p>Resources Committee reflects on staffing reviews.</p>
	<p>Monitor and review the Succession plan and Leadership structure Review the Performance Management procedures to ensure they can be measured against the SDP.</p>	<p>HT FGB</p>	<p>Yearly</p>	<p>Rigorous PM procedures support training and career development linked to the SDP and where appropriate to the Succession plan. Pay reviews to be determined upon the quality of teaching and learning.</p>	<p>Audit of staffing</p> <p>Update Succession Plan and formulate actions short and long term where possible.</p>
	<p>Review how staff are deployed: - Number of TLRs Number of support staff (ISA^d/PTP^e/HLTA^f/Admin) and how they are distributed across the school.</p>	<p>HT FGB</p>	<p>Yearly</p>	<p>Staffing is deployed according to the needs of the school and is both efficient and effective, as well as demonstrating value for money.</p>	<p>Chair/VC^h/Pay Performance Committee review anonymised PMⁱrecords; ensure pay awards reflect the quality of teaching and learning.</p>
	<p>Support the recruitment and selection process of all staff by ensuring job descriptions and levels of pay are appropriate. Governor Safer Recruitment Training as required.</p>	<p>HT FGB</p>	<p>Ongoing</p>	<p>New staff appointments are positive in both raising standards of teaching and learning, and are within normal budget parameters.</p>	<p>Named Governors to review JD^js of whole school staff structure.</p>
	<p>Continued commitment to the wellbeing of staff.</p>	<p>SLT FGB</p>	<p>Ongoing</p>	<p>Workload is monitored and wellbeing support is made available at all times.</p>	<p>Resources Committee reviews vacant posts and named Governors support the HT on the recruitment and selection process.</p> <p>Policy Review</p>

Impact:	
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<p>It is vital to seek means by which children’s confidence and self-esteem can be enhanced. Curricular and extra-curricular provision offer very many inclusive opportunities. Communication technology is utilised in progressive style as an asset to learning, both inside and outside of school</p>					
Key Objectives	Actions taken	Who	When	Success Criteria/Impact – end of year statement	Monitoring and Evaluation

<p>To doing everything in our power to ensure the curriculum/extra curricular provision is centred on the needs of each individual child.</p>	<p>Structured Governor Visits with specific roles in alignment with SDP. Frank and open conversations happen to support next steps of learning within the curriculum.</p> <p>Learning Walks – Governors evaluate views of children via visiting lessons, deep dives, book scrutiny, and pupil conferencing sessions</p> <p>Listening Circles of children—with teacher and governor, discussions views/issues of the school and its curriculum</p> <p>The development of a More Able Co-ordinator to support further development of teaching and learning within the school of the most able attainers.</p> <p>Key snapshots of learning via termly surveys by Children and Parents, Parents Forum</p> <p>Governors to determine the attainment of “Pupil Premium V Non-Pupil Premium” children</p> <p>Initiation and Development of a Creative teacher(s) within the school to further develop creativity within curriculum</p>	<p>Staff</p> <p>SLT</p> <p>FGB</p> <p>FGB</p> <p>SLT</p> <p>HT</p> <p>SLT</p> <p>HT</p> <p>HT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Governors use a wide range of evidence in order to evaluate the quality of education provided by the school. Their challenge supports the school to make further improvements.</p> <p>Evidence that the school is nurturing, developing and stretching children’s talents and interests. Children, are engaged, stretched and challenged in all lessons and are able to explain the context of the lesson and their learning</p> <p>Development of whole school self-evaluation and improvement planning for more able provision and outcomes.</p> <p>Development of disseminating effective and proactive classroom practice with additional support for more able pupils.</p> <p>Children’s survey and views used to inform school action planning and next steps. Children feel valued and listened to, evident in school council minutes.</p> <p>Effective use of “Pupil Premium” funding to reduce the gap in attainment. Evidenced via case studies to FGB</p> <p>Creative teacher(s) initiative in post to develop the concept of creativity within the curriculum</p>	<p>Structured visits with specific roles that align to the priorities within School Improvement Plan.</p> <p>Governors use a range of evidence to ensure they are well informed about the school’s provision and curriculum including Communication Technology and extra-curricular opportunities</p> <p>Minutes of Behaviour for Learning</p> <p>Evidence of high-quality teaching and expectations, quality feedback engagement and challenge.</p> <p>Time-series analysis of data capture from surveys, are responded appropriately to by SLT</p> <p>Presentation to FGB strategies in place to support More Able Children within the school.</p> <p>Regular reports to FGB by named Co ordinator.</p> <p>Minutes of Behaviour for Learning, Resources & FGB Committees reflect attainment</p> <p>Minutes of Resources Committee reflect effective use of “Pupil Premium Monies”</p> <p>FGB monitors the role of creativity within the curriculum via reports from Creative Named teacher(s).</p>
<p>Impact:</p>					

We invest in our staff. All have access to appropriate training, mentoring and coaching. Experienced leadership promotes a close, caring, family community, ensuring stability amidst the demands of near constant change. New and innovative approaches are trialled, applied, evaluated and celebrated					
Key objective	Actions taken	Who	When	Success Criteria/Impact – end of year statement	Monitoring and Evaluation
Ensure there is an effective rich professional development programme within the school, which has a powerful impact on outcomes and meets school priorities.	<p>CPD^k programme includes all aspects of annual Safeguarding undertaken by all staff; opportunities for coaching and mentoring, well-being and areas of development linked to SDP and curricular needs/family community needs.</p> <p>Named Governors to sample CPD within the school.</p> <p>Governors will complete expected training as well as bespoke training linked to their specific area of responsibility,</p> <p>Review of CPD Policy.</p>	HT	Ongoing	CPD programme aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better quality of teaching and learning for children.	Reports to FGB of the impact of CPD in raising school attainment as part of the SDP
		HT	Ongoing		
		FGB	Yearly	Implementation of good quality CPD supports a culture where it is embedded and both valued and desired within the school.	Anonymised PM to Pay Committee reflects a culture of good quality professional development
		SLT	Yearly	<p>CPD is the key driver behind school priorities linked to both PM and meeting targets as part of SDP.</p> <p>Staff have the opportunities to undertake additional qualifications to support meeting school targets as part of SDP</p> <p>CPD in place to support emerging and aspiring middle leaders along with other leadership training programmes</p>	
Impact:					

By the time our children come to the end of Year 6, they are Secondary School prepared. They leave us as self-aware, self-confident, well-rounded individuals, ambitious and with an enquiring mind, developed to satisfy a thirst for knowledge and life-long learning

Key Objectives	Actions taken	Who	When	Success Criteria/Impact – end of year statement
Every child a) Will be able to access the secondary curriculum possessing appropriate reading, SPAG ¹ , Mathematics and Science skills of a scaled score of 100 plus ¹ and teacher assessments b) Will be prepared emotionally and mentally ready for secondary school experience.	- Constant review of attainment standards. Underperforming cohorts within Year 6 highlighted, and receive required additional interventions, resources and prioritisation to support underperformance. - School sets annual bench-marking target for cohort - Staff, Parent, Child feedback via survey/questionnaires sent start of Year 6. Provide additional evidence as to understanding where parents and their children believe should be at the End of Year 6 and what additional support is required if necessary.	SLT SLT	Ongoing Ongoing	SAT™s Results/Teacher assessments, allow Parents to have a clear understanding of their child's skills they have mastered and their strengths. Committee minutes reflect attainment

¹The average score on most standardised tests is 100. Technically a score above 100 is above average and below 100 is below average; about two thirds of children will have standardised scores in the range 85 - 115

<p>c) will have been given the opportunity if appropriate to consider sitting the 11+ selection tests</p>	<ul style="list-style-type: none"> - Secondary Schools buddying programme developed re secondary transition – feeder schools invited to Parents Meetings and School Assemblies to discuss transition. - Opportunities in place taster sessions/1-week summer school encouraged as part of transition; - Invite former pupils back to share their experiences and concerns re transitions; - build confidence/independence/social skills – e.g., school journeys, encourage children to walk to school to promote independence summer term; PSHEⁿ sessions support emotions linked to transition and mental well- being and include such matters as relationships with the use of external visitors to support this. - Development of an “enterprise project” to support independence and learning skills development linked into named school charity. - Listening circles for children; focused discussions of small groups hopes/fear of transition to secondary. - More able children in Year 4 highlighted as option to sit 11+ tests. School develops a programme of more able children and works with parents for future of preparation of 11+ entrance. 	<p>SLT/Year 6 Staff</p> <p>SLT</p> <p>Year 6 Staff</p> <p>SLT</p>	<p>Start of Academic</p> <p>Year SLT</p> <p>Ongoing</p>	<p>Surveys/questionnaires support Parents/children regarding secondary school selection.</p> <p>Readiness/Confidence levels highlighted via Parents Evening to FGB & other Governing Committees</p> <p>Year 6 survey at end of Year – inform FGB of children’s experiences at Poverest. Action Plan supports what improvements can be done to improve on these experiences for future years</p> <p>Feedback from staff and Year 6 children to FGB of skills required for project, e.g., working within groups, Maths, English skills, D&T^o etc.</p> <p>Transition Booklet in Place to support all children with the next part of their educational journey.</p> <p>Increased percentage of Year 6 applying and successfully obtaining places at Grammar Schools. Statistics data available for Parents re 11+.</p>
<p>Impact:</p>				

^aSLT – Senior Leadership Team
^bFGB – Full Governing Body
^cSDP – School Development Plan
^dISA – Individual Support Assistant
^ePTP – Professional Teaching Partners
^fHTLA – Higher Level Teaching Assistant
^gHT – Head Teacher
^hVC – Vice Chair
ⁱPM – Performance Management
^jJD – Job Description
^kCPD – Continuing Professional Development
^lSPAG – Spelling, Punctuation and Grammar ^m
SAT – Standard Assessment Test
ⁿPSHE – Personal, Social, Health & Economic Education ^oD&T – Design & Technology

