



St John's Church of England Primary School, Lacey Green - URN: 145422		LA estab: 8253336	
Headteacher	Ian Newton	Chair of Governors	Caroline Gulliver

School Development Plan

CURRENT SCHOOL CONTEXT	<p>The school is set in a rural location and increasingly, pupils travel from outlying villages and towns of Princes Risborough, High Wycombe and beyond. The school location deprivation indicator was in quintile 1 (least deprived) of all schools. However, a decreasing proportion of pupils are from the immediate catchment area due to the lack of affordable housing. A good proportion of pupils come from affluent backgrounds; however, this is a changing picture. Increasingly, pupils travel from High Wycombe and Princes Risborough from less affluent backgrounds or where both parents need to work. A small but increasing number of pupils are living in rented accommodation but do not meet the threshold for claiming the PPG.</p> <p>The school currently has 200 pupils. 15% are on the SEND register with 2% in possession of an EHCP. The largest ethnic groups are: White British (88.8%), Mixed White and Asian, (4%) Asian or Asian British (3.6%), Any other White background (1.8%) and Mixed White and Caribbean (1.8%).</p> <p>The school has an additional intake of pupils in Year Three from local infant schools, in particular Speen C of E School which is a feeder school. This school is extremely small, and numbers fluctuate significantly from year to year which impacts dramatically on finances and subsequently impinges on the organisation of the curriculum and is the key driver behind a two-year cycle of topics in KS2. The school also receives children into Year Three from other schools. A small proportion of pupils are from military families and have joined the school at different points in their school careers. Similarly, pupils from forces backgrounds can leave suddenly due to postings. In 2020-2021, a significant number of pupils joined the school from other schools locally due to a variety of reasons, some with unidentified gaps and barriers in their learning. The Early Years Entry Profile shows that children enter the foundation stage in line with national averages and leave above, although the previous year's intake into Reception were less school ready than in previous years. Listening & Attention and Speech & Language being barriers. The school has developed strong links with the village pre-school and other local pre-school providers. Children due to transfer to the school have several opportunities to visit the Foundation Stage Class during the Summer Term.</p> <p>Current attendance (YTD) stands at 96.3%, Persistent absence stands at 7%. 14 pupils are having their attendance monitored, 2 pupils are on a three week watch with a target of 96%. One family has been referred to the county attendance team. There are currently 6 families who will be referred to the county attendance team for the issuing of a fixed penalty notice.</p> <p>Staffing comprises of: Teaching: 7.5 FTE (with leadership 0.7 FTE of teaching), Learning Support: 7.5 FTE, Admin: 1.8</p>				
	KEY PRIORITIES	PRIORITY	SEF REFERENCE	LEAD PERSON	Why identified as a priority
	PRIORITY 1.	To further develop the intent for each subject by improving clarity of purpose and the impact each subject has on a child's understanding on the wider world	Quality of Education	SLT (IN)	Ofsted action point
	PRIORITY 2	Ensure that curriculum planning demanding of all pupils so they can all achieve as well as they can.	Quality of Education	SLT (TT/NM)	Ofsted action point
	PRIORITY 3.	Develop the roles of subject leaders so that curriculum progression and organisation are highly effective from EYFS –Y6	Leadership and management	SLT (IN/TT)	Ofsted action point
PRIORITY 4.	Further develop the character education to ensure that pupils reflect and live the vision and values daily (SIAMS)	Personal Development	SLT (TT/JR)	SIAMS action point	

KEY PRIORITY 1

To further develop the intent for each subject by improving clarity of purpose and the impact each subject has on a child's understanding on the wider world

Success Criteria	Actions	Resp.	Monitoring	Resources	Evaluation
<ul style="list-style-type: none"> Intent is clear and aspirational for each subject. Intent shows the purpose of the subject Intent explains the impact on the pupils understanding of the wider world 	<ul style="list-style-type: none"> Staff to read <i>Primary Huh</i> chapters for their subject Staff to revise their curriculum intent Write a section for the intent that states clearly the purpose of their subject and how it fits in to children's understanding of the wider world. EYFS to deliver training to staff about starting points and how they EYFS curriculum should prepare pupils for the National Curriculum. Share new intent with staff and curriculum governors Display on website Training for staff to that all are aware of the clarity and purpose of each subject When planning 'waypoints' at the start of each unit of work teachers refer to the clarity and purpose of the subject disciplines Pupil voice to capture their understanding of why each subject is taught, how they have used what they have been taught before to learn new content, and how what they have just learned will help them in the future. 	IN	<p>January INSET day and staff meeting time to be allocated.</p> <p>SENDCO mapping underway</p> <p>Subject leads to include this on their reports to the governing body</p>	<p>Time</p> <p><i>Primary Huh</i></p> <p>Mary Mayat Video clip</p>	

KEY MILESTONES

Autumn 2021	Spring 2022	Summer 2022
<ul style="list-style-type: none"> Teachers all understand the concept and purpose of waypoints in the curriculum. All subject leaders are aware of the impact their subject can have on pupil's understanding of the wider world. EYFS leader has delivered training about how teaching in EYFS prepares pupils for Y1 in each subject. Intent is clear for each subject Implementation statements all include a section about inclusion. 	<ul style="list-style-type: none"> Following school improvement visit, the website has now been updated and all subject areas have a clear Intent, which includes information on EYFS and inclusion for pupils with SEND. <i>Next steps:</i> SENDCO to create a map of adaptations for all subjects across the National Curriculum Waypoints are established. This is most effective where teachers are crystal clear about the end points for each unit of work. <i>Next Steps:</i> Training on 'Teaching Backwards' and a single clear outcome for each unit of work to be identified on the curriculum maps and medium-term planning. Clearer evidence of waypoints to be seen in pupils' books. Subject Leaders to meet HT to review curriculum maps and add endpoints for each unit of work. 	<ul style="list-style-type: none">

KEY PRIORITY 2

Ensure that curriculum planning is demanding of all pupils so they can all achieve their full potential

Success Criteria	Actions	Resp.	Monitoring	Resources	Evaluation
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<ul style="list-style-type: none"> Teachers identify ambitious waypoints Planning identifies activities to challenge pupils of all abilities Lesson observations demonstrate challenge for all In each year group a minimum of 20% of pupils achieve GDS in writing 	<ul style="list-style-type: none"> Change to curriculum planning documentation Waypoints that are expected at the end of a unit of work are clearly identified at the planning stage and include opportunities for challenge and greater depth learning - RE, science, history and geography, specifically. Waypoints must be suitably ambitious at all levels, especially for those pupils who are not achieving as well as they should be. (JR) More able pupil policy to be developed Published schemes (phonics etc...) are not taught verbatim but adapted to reflect the schools and classes needs. High expectation training given to the staff, utilising the materials from 'Teaching Backwards' Summative assessment information is used to make adaptations to the curriculum to ensure that pupils gaps in knowledge does not impact their future learning and that there are consistently high expectations and challenge across all subjects. Training to develop staff understanding of higher order thinking and what that looks like for each subject (subject leaders to research and lead this) 	TT/NM/JR	SLT planning scrutiny alongside teachers. Teachers notes and adaptations are shared with SLT Regular data drops and analysis Review meetings with teachers to ensure provision in place		
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<ul style="list-style-type: none">Teachers all understand the concept and purpose of waypoints in the curriculum.Training to develop staff understanding of higher order thinking delivered.Waypoints have been used to assess wider curriculum in Science, History, Geography and REInset day to be used to discuss the impact of waypoints.						<ul style="list-style-type: none">Please refer to Spring Term data report and minutes for the curriculum committee (Summer 1)It was identified that teachers had over planned and were not always clear about the waypoint and how they feed to the single outcome for each unit. Next Step: Additional training for staff about the single clear outcome for each unit of work that feeds into waypoints.Work scrutiny shows an inconsistent picture in the non-core subjects.																																																																																																																																																																							

	<ul style="list-style-type: none"> Implementation is consistent across the curriculum in Year 2 and Year 4. In Years 1, 3, 5 and 6 Some subjects are implemented to a higher standard than others. This needs to be consistent across the curriculum for all subjects. Pupil Voice indicates that knowledge is being learned during implementation, however this is inconsistent between year groups and subjects. 	
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KEY PRIORITY 3

Develop the roles of subject leaders so that curriculum progression and organisation are highly effective from EYFS –Y6

Success Criteria	Actions	Resp.	Monitoring	Resources	Evaluation
<ul style="list-style-type: none"> Subject leaders will have a clear understanding of pedagogy in EYFS, KS1 and KS2. Skills progression documents will be modified accordingly 	<ul style="list-style-type: none"> Progression documents need to be updated and reflect the teaching from EYFS and how this prepares pupils for Y1 Waypoints and outcomes must feed into knowledge organisers Knowledge organisers are used more effectively in lessons, starting with science, then history/geography Subject leaders have a clear understanding of pedagogy and how it changes at each phase of the school Subject leaders able to articulate what will be seen in each Year group and why – this includes the EYFS curriculum and how this prepares pupils for Y1 Planning and teaching will reflect and build on precisely what pupils already know, thus making the curriculum increasingly coherent. Revisit Rosenshine’s Principals of instruction – this is the pedagogical framework Specific work on recall practise, spaced practise and dual coding to aid pupils’ ability to retain and develop their long-term memory. Units of work for all subjects, explicitly plan for opportunities to recall content that has been taught in previous weeks, terms and years groups. 	IN/TT			

KEY MILESTONES

Autumn 2021	Spring 2022	Summer 2022
<ul style="list-style-type: none"> As a result of training by the EYFS team, subject leaders have a clear understanding of pedagogy and how it changes at each phase of the school Subject leaders able to articulate what will be seen in each Year group and why – this includes the EYFS curriculum and how this prepares pupils for Y1 	<p>Next steps from science monitoring:</p> <ul style="list-style-type: none"> Check suitability and use of Knowledge Organisers across year groups. Is doing individual pre-unit assessment useful? Perhaps use as a quiz/whole class activity to check class knowledge before beginning unit, and then revisit at the end. <p>Next steps from mathematics monitoring:</p> <ul style="list-style-type: none"> Use of maths journals in lessons (and consistency) 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> Units of work for all subjects, explicitly plan for opportunities to recall content that has been taught in previous weeks, terms and years groups. Monitoring showed that individual knowledge organisers have not been as effective as they could be. <i>Next Steps:</i> Science subject leader to trail interactive knowledge organisers 	<ul style="list-style-type: none"> Ensuring that children have modelled examples somewhere to help when they are working independently Use of support staff – all support staff were put with less able and less confident children. Teachers should also work with those children too. <p>Next steps from work scrutiny:</p> <ul style="list-style-type: none"> To ensure that the curriculum is implemented to a consistently high standard across all subjects. 	
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KEY PRIORITY 4

Further develop the character education to ensure that pupils reflect and live the vision and values on a daily basis (SIAMS)

Success Criteria	Actions	Resp.	Monitoring	Resources	Evaluation
<ul style="list-style-type: none"> Pupils articulate the values Pupils can demonstrate and give examples of how they live the values Pupils make a difference in their school, their homes and eventually the community. 	<ul style="list-style-type: none"> Children and all stake holders to have a clear understanding of the school vision: <i>Nurturing potential through a Christian ethos</i> Develop a programme of activities and events established for the whole school community to show how living the school values ensures delivery of the school vision Explicit demonstration of and examples of how pupils can demonstrate the school's values at school, at home and in the wider community Create a recording and reward system to enable pupils to track their progress and build towards Seek natural opportunities to open the doors for sharing our understanding with the wider world. Sign up to Christian Aid's <i>Global Neighbours</i> programme and begin work towards accreditation Set up in school initiatives around global issues and to reduce the carbon footprint of the school 	IN /TT		Toby Long	

KEY MILESTONES

Autumn 2021	Spring 2022	Summer 2022
<ul style="list-style-type: none"> Assembly about the school vision Explicit demonstration of and examples of how pupils can demonstrate the school's values at school, at home and in the wider community. Rewards for pupils who do nice things for the community. Attend new SIAMS framework training. Godly Play training attended by EYFS staff and being implemented in EYFS 	<ul style="list-style-type: none"> RE theme day explored environmental and global issues: Consequently, more pupils joined the parish council litter pick, Year 3 pupils have initiated an in-school litter pick (weekly). Godly play was evident in EYFS during RE theme day. Pupils are more aware of Global issues and responded to the Turkey and Syria Earthquake Character Education 'policy' currently being researched and developed. <i>Next Steps:</i> A revamped SMSC policy to include character education, and our shared spiritual understanding both of which have been developed. All staff and pupils to articulate our shared definition of spirituality – reinforce through display in school 	<ul style="list-style-type: none">

