SOUTHWICK CE PRIMARY SCHOOL

Love, Learn, Grow

"Do everything in love." Corinthians 16:14

Our Mission: Through a **loving** Christian fellowship, our children **learn** all of the values, skills and knowledge they need so that they can **grow** into positive and active members of the community in which they live.
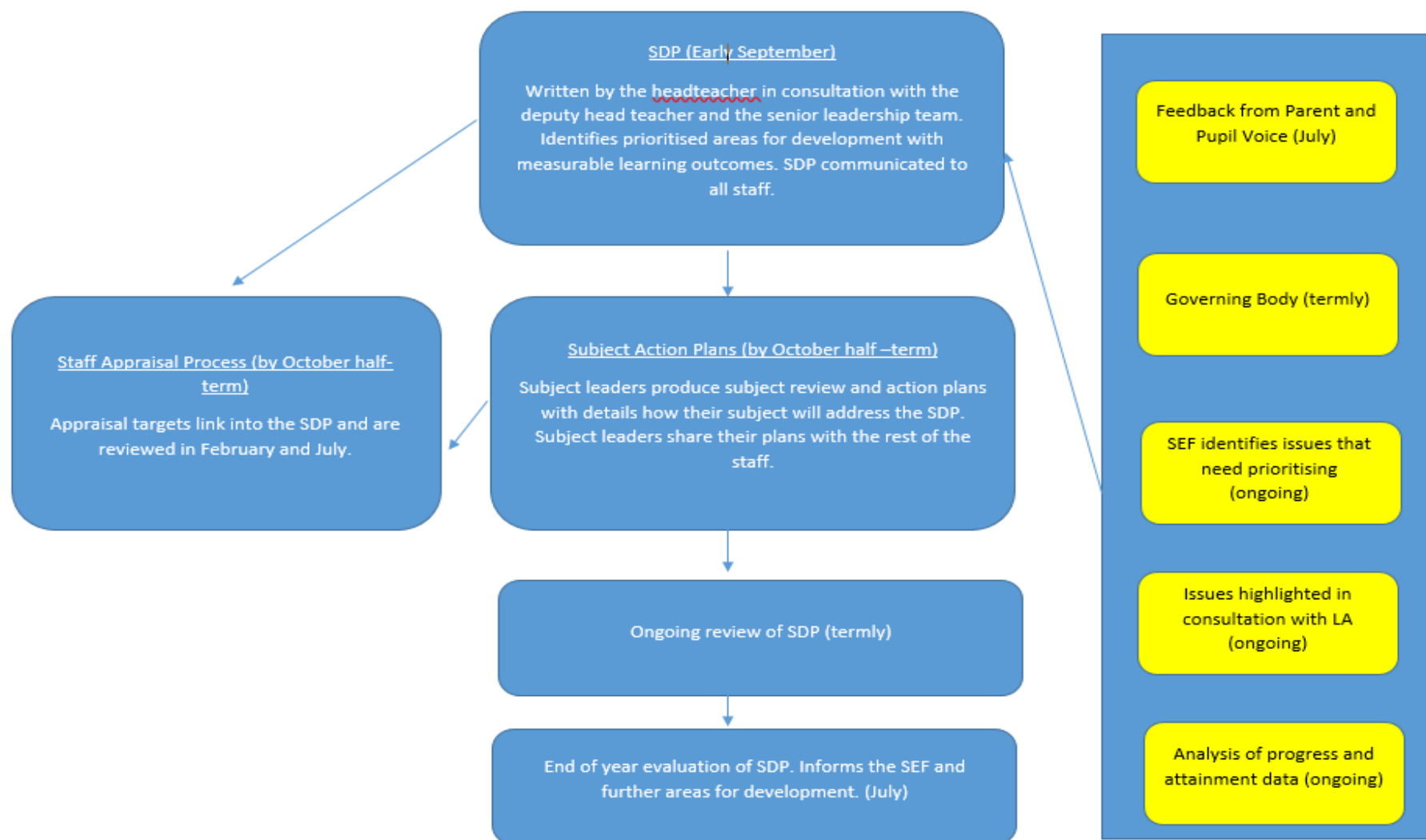
School Development Plan 2022-23

Our Vision

At Southwick Church of England Primary School, we provide a loving, purposeful, inclusive, non-discriminatory environment where all are valued and encouraged to persevere to achieve their potential as well as have respect for God and His world. Our vision is to create an inclusive school community with a distinct Christian character where children are provided with opportunities to reach their full potential and be proud of their achievements. The staff and governors believe that learning should be fun, purposeful and challenging. Through our curriculum we will equip each child with the skills they need for lifelong learning. We aim to develop confident learners who are proud of their achievements and are well prepared for life in modern Britain. We believe that every child matters. Through positive attitudes and partnerships we endeavour to develop the whole child, meeting individual needs in a safe and secure environment where differences are celebrated. As a voluntary controlled Church of England school, we believe that all are equal in the eyes of God. We believe that all members of our school community should work together to maintain a safe, clean and stimulating environment which encompasses not only the learning environment and school grounds, but the surrounding area also. We aim to promote sustainability and an awareness of wider global issues through our curriculum and the links made with our local and global communities. We believe that good teamwork and positive partnerships – with individual children, the whole class, our colleagues, with governors, parents and the wider community - will lead to effective teaching, high standards and successful learning. Our school motto is 'Love, Learn, Grow' and our children are encouraged to enjoy learning, working, playing and cooperating with their peers to the best of their abilities.

Our Aims:

- To deliver a high quality teaching and learning experience for our pupils that promotes high standards and accelerated progress for all;
- To foster core Christian and British values in our children, preparing them for their next school and throughout their life;
- To equip them with the self-esteem, confidence, good behaviour and tolerance to be responsible and contributing members of society;
- To promote a love of education for all learners and to equip them with the tools to take ownership of their own learning;
- To ensure that our pupils feel safe and secure and enjoy coming to school, and to create a welcoming atmosphere in school where children, staff, parents and visitors feel valued;
- To have high expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity;
- To work in local, national and global partnerships in order to strengthen curriculum links and promote an awareness of the wider world.

The School Development Plan (SDP) process at Southwick School: An integrated framework for continued improvement

SDP (Early September)

Written by the headteacher in consultation with the deputy head teacher and the senior leadership team. Identifies prioritised areas for development with measurable learning outcomes. SDP communicated to all staff.

Staff Appraisal Process (by October half-term)

Appraisal targets link into the SDP and are reviewed in February and July.

Subject Action Plans (by October half –term)

Subject leaders produce subject review and action plans with details how their subject will address the SDP. Subject leaders share their plans with the rest of the staff.

Ongoing review of SDP (termly)

End of year evaluation of SDP. Informs the SEF and further areas for development. (July)

Feedback from Parent and Pupil Voice (July)

Governing Body (termly)

SEF identifies issues that need prioritising (ongoing)

Issues highlighted in consultation with LA (ongoing)

Analysis of progress and attainment data (ongoing)

Background
This document is our School Development Plan (SDP). It follows on from our School Evaluation Form (SEF) and our SIAMS SEF, setting out how we plan to address the areas for development identified within them. **Our main objectives for this year are:** **Objective 1:** To ensure that over time, across the curriculum, pupils remember what they learn. **Objective 2:** To develop the teaching of diversity within our curriculum. **Objective 3:** To develop our approach to mental health support and education. **Objective 4:** To ensure that our theological Christian vision is embedded and understood by the school community.

Objective 1: To ensure that over time, across the curriculum, pupils remember what they learn.

Context:

We feel that it is important that we develop our curriculum and teaching to ensure the children know more and remember more. Each year, the children should build a solid layer of knowledge in each subject, enabling them build on this the following year. We know that when children do not make progress, it is because they have not mastered elements of past learning sufficiently enough to take the next step. Therefore, we are keen to continue developing not only the curriculum itself, but the teaching and techniques we use to help children commit knowledge and skills to their long-term memory. We can conclude from our recent SATS data, that by focusing on this, we can ensure more children make accelerated progress and that those in the 'high prior attainment' group at KS1 maintain this at the end of KS2.

Target	Impact	Strategies	Timescale/Who	Resources and cost	Ofsted Areas
1.1 identify what strategies are already in place and share expertise and trial	**By Oct 2022:** we understand what strategies for 'explaining and modelling' and 'practice and retrieval' are currently being used and are successful. *Evidence: Learning walk feedback*	Learning walks Book looks PDM time	October 2022 (DC/NW)	Walk Thru books and training	Quality of education
1.2 re-introduce the concepts behind WalkThrus to staff	**By October 2022:** staff have an understanding of the concept behind Walk Thrus and how they can aide the retention of knowledge **By Dec 2022:** staff have an understanding of specific Walk Thru techniques **By Jan 2023:** staff have begun trialing methods for teaching **By April 2023:** methods have been reviewed and successful ones written into T/L policy – process starts again. *Evidence: staff understanding, learning walks*	PDMS	December 2022 (DC/NW)	Walk Thru books and training	Quality of education
1.3 agree which specific isolated strategies for	**By December 2023:** staff have agreed which specific techniques every teacher will use	Learning walks	December 2022 (DC/NW)	Training	Quality of education

improving knowledge retention we are going to use – to ensure that pupils remember key concepts across the curriculum	*Evidence: PDM minutes, learning walks, book looks*	Book looks PDM time			
1.4 ensure staff have an understanding of prior attainment groupings and what expected progress looks like	**By October 2022:** staff know what the prior attainment of their pupils is and know what expected progress by the end of the KS would look like *Evidence: whole school group map, PDM minutes*	Create a 'whole school group map' that is shared with staff. PAG groupings to be included in pupil progress meetings	Ongoing: July 2023 (DC and all staff)	None	Quality of education
1.5 agree a structure for the progression of homework throughout the school	**By October 2022:** an understanding of homework across the school has been ascertained and a general strategy for going forward has been agreed **By December 2022:** A structure has been agreed, is in place and the policy has been updated *Evidence: homework policy*	Examine which approach to homework will have the most impact on helping children remember key knowledge.	December 2022 (SLT)	Possible subscriptions to TT Rockstars/Ed Shed etc.	Quality of education
1.6 The effectiveness of teaching in key areas (including RE and Collective Worship) to be assessed (Due to COVID and staff changes)	**By December 2022:** newly appointed subject leads (including RE) have had initial training in their subject areas **By March 2023:** new subject leads have reviewed quality of education within their subjects – this is to include Collective Worship	CSL training Diocese training PDM time Subject action plans Subject leader time	July 2023 (DC and BS)	None	Quality of education SIAMS

	By April 2023: next steps for these subject areas are in place and have been shared with staff ***Evidence:*** *subject leader action plans and reports, training logs*				
1.7 Develop our maths curriculum so it is personalised to the needs of our pupils	**By December 2022:** Maths lead has shared specific approaches/resources that staff are to trial By December 2022: Year 4 children have begun regular practice of Multiplication Check **By March 2023:** this has been reviewed and decided on **By June 2023:** map out the maths curriculum, specifying schemes of work and resources for each year group ***Evidence:*** *maths long term planning and curriculum information*	Maths action plan Subject leader time	July 2023 (RW)	Cost of new resources	Quality of Education
1.8 To refine curriculum documents to ensure across all subjects pupils have sufficient opportunities to make links between important concepts and build on prior knowledge	**By December 2022:** Subject leaders are given time to review the progression of knowledge and skills **By February 2023:** Curriculum documents have been updated	Subject leader action plans Curriculum documents	February 2023 (All staff)	Cost of any new resources	Quality of Education

Objective 2: To develop the teaching of diversity within our curriculum.

Context:
Our school has a well below average percentage of children from ethnic minority backgrounds. Wiltshire is a rural county, also with a relatively small ethnic minority population. We want our children to understand the cultural landscape of our country as a whole and the impact that people of different cultures and backgrounds have had on the history of our country.

Target	Impact	Strategies	Timescale/Who	Resources	Ofsted Areas
2.1 Ensure key dates in calendar are marked, for example Black History Month	**By October 2022:** Black History month has taken place and other events are marked in calendar *Evidence: school calendar, pupil feedback*	Use of Darpl, Show Racism the Red Card, Anna Freud and other resources.	October 2022 (DC)	Black History Resource pack	Behaviour and Attitudes Personal Development
2.2 Adapt and change the curriculum so that it is inclusive, diverse across the protected characteristics	**By December 2022:** Curriculum has been updated to reflect this **By March 2023:** Changes to the curriculum are being followed by everyone *Evidence: curriculum*	Staff meeting time to do this as a staff Reach out to other schools and local organisations for support and guidance	March 2023 (All staff)	National College, Darpl resources – amongst others	Behaviour and Attitudes Personal Development Quality of Education
2.3 Identify significant lives and events to include in our curriculum and to begin the process of	**By October 2022:** initial research has been carried out and advice has been sought **By December 2022:** Curriculum has been updated to reflect this **By March 2023:**	Staff meeting time to do this as a staff Reach out to other schools and local	March 2023 (All staff)	National College, Darpl resources – amongst others	Behaviour and Attitudes Personal Development

decolonising of our curriculum	Changes to the curriculum are being followed by everyone *Evidence: curriculum*	organisations for support and guidance			
2.4 Ensure that learning in this area is celebrated as a school community	**By October 2022:** learning from BHM has been celebrated as a school. **By July 2022:** Other learning has been celebrated as a school. **Evidence:** displays, discussions with pupils	Assemblies	July 2023 (DC)	N/A	Behaviour and Attitudes Personal Development
2.5 Develop the children's understanding of how to identify racism and how to challenge it	**By October 2022:** Training opportunities have been identified and approach has been decided **By December 2022:** Training for children has begun **By July 2023:** Impact of training as been measured **Evidence:** equality log, racial incident log, parent and pupil surveys	Set up	July 2023 (DC)	Workshops for children – ie Show Racism the Red Card	Behaviour and attitudes Personal Development

Objective 3: To develop our approach to mental health support and education.

Context:

The last few years have been incredibly turbulent. Our children are living through unprecedented times and the strain on families caused by the cost of living crisis are considerable. This manifests in a number of ways, but one area that we can support our children, parents and staff is through mental health support and education. We currently have well-used strategies in place, such as ELSA and coffee mornings with PSA, but we feel that we can develop this further.

Target	Impact	Strategies	Timescale/Who	Resources	Ofsted Areas
3.1 Appoint and train a senior mental health lead	**By September 2022:** Senior mental health lead is in place. **By December 2022:** Action plan in place *Evidence: training notes, action plan*	Take part in Wiltshire training and ongoing cluster meetings	July 2023 (DC)	Wiltshire Healthy Schools materials	Leadership and Management
3.2. Ensure that the children have a clear understanding of and way of reporting child on child abuse	**By December 2022:** Children have a clear idea of what Child on Child abuse is and how to report it. *Evidence: flow charts, conversations with children, pupil voice records*	Assemblies School Council Discussions in class Produce a child-friendly flow chart	December 2022 (LS – school council)	Wiltshire Council safeguarding training	Behaviour and Attitudes Personal Development Leadership and Management Early Years
3.3 Highlight the importance of looking after mental health through a series of well-being days	**Ongoing**: children can talk about the importance of well-being and give examples of how they can manage their mental health. *Evidence: pupil surveys, conversations with children.*	Well-being days	July 2023 (LS – PSHE lead)	N/A	Behaviour and Attitudes Personal Development Leadership and Management Early Years
3.4 Ensure that staff have generally agreed 'scripts' for encouraging positive behaviour	**March: 2023:** training has taken place for staff	Use of 'behaviour scripts'	July 2023 (NW)	May require purchase of guidance materials	Behaviour and Attitudes Personal Development

	July 2023: all staff use same language and strategies when dealing with challenging behavior *Evidence: learning walks, behaviour logs*	PDM/TA meetings used to deliver training			Leadership and Management Early Years
3.5 Develop 'pupil voice' in the school (including communicating worries and concerns)	**July 2023:** pupils have multiple ways to be heard and can give examples of the impact of pupil voice *Evidence: school council minutes, minutes of other councils, worry box logs, TYP minutes*	Worry boxes School Council Sports Council	July 2023 (LS/EP)	N/A	Personal Development Leadership and Management Early Years SIAMS
3.6 Develop our support offer for parents	**July 2023:** there are numerous examples of how we support parents with their mental health and well-being *Evidence: attendance logs, quotes from parents*	Parent meetings Parent/child activity clubs PSA	July 2023 (DC/BW)	Wiltshire Healthy Schools resources	Personal Development Leadership and Management
3.7 Develop more opportunities for outdoor learning	**January 2023:** Reintroduce Wild Tribe, develop forest school and garden areas – all to be used more regularly as part of the curriculum. **March 2023:** alongside the children and PTA, design a prayer/reflection space in the school grounds **July 2023:** build prayer/reflection space	Wild Tribe	July 2023 (NW)	Funds to build project - TBC	Personal Development SIAMS
3.8 Develop opportunities for the children to be active citizens as a local level	**Ongoing:** look for opportunities for the children to get involved in local projects	N/A	July 2023 (DC)	N/A	Personal Development SIAMS

Objective 4: To ensure that our theological Christian vision is embedded and understood by the school community.

Context: The last couple of years have been turbulent for many reasons, both national and specific to the school. We feel that this is a good time to reassess our Christian vision, values and strategy.

Target	Impact	Strategies	Timescale/Who	Resources	Ofsted Areas
4.1 Review the organisation of our values, with 'Love' as the overarching value	**December 2022:** Restructure yearly schedule for collective worship, to address our 'key values' more regularly, whilst still giving adequate attention to the others. *Evidence: CW timetable for year ahead*	Work alongside governors Collective worship time table Share on website and via newsletter	December 2022 (DC/BS)	Inc. Collective Guidance worship CofE	Personal Development SIAMS
4.2 To examine our embedded theological vision and ensure that it can be articulated more widely by stakeholders	**December 2022:** values and vision have been reassessed and adapted where necessary **December 2022:** begin to invite parents to Collective Worship **January 2023:** stakeholders have been consulted on these changes **February 2023:** changes have been shared with the community **February 2023:** strategies for developing the children's ability to articulate the vision have been decided on and shared with staff.	Work alongside diocese SIA After a few years of disruption, begin to invite parents to collective worship.	July 2023 (DC/BS)	Inc. Collective Guidance worship CofE	Personal Development SIAMS

| | July 2023: success has been monitored and reviewed

Evidence: vision statement, mission statement, Christian underpinning, pupil questionnaires | | | | |
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| **4.3** Develop the children's role in collective worship. | **October 2022**: Year 6s to begin writing and saying prayers in collective worship

December 2022: monitoring and evaluation of CW has taken place with steps for improvement in place

February 2022: Headteacher to work with small groups of children to plan collective worships

July 2023: Timetable in place for the year ahead, one class per term leading CW

Evidence: CW timetable, prayer book, examples of CW | N/A | July 2023 (DC/BS) | Inc. Collective Guidance worship CofE | Personal Development SIAMS |