

ST JOHN'S CHURCH OF ENGLAND SCHOOL

School Development Plan



2023-2024

ST JOHN'S CHURCH OF ENGLAND SCHOOL - AIMS AND VALUES

SCHOOL AIMS

'I can do everything through Christ, who gives me strength' – Philippians 4:13

The School Development Plan for 2023/2024 is a means to support our continued drive to raise standards in teaching and learning whilst ensuring that we are meeting the needs of all the pupils in our care. This year's plan will focus on those issues identified as areas for development by the school following the recent pandemic, through our own rigorous self evaluation and from the Ofsted (January 2019) and the Diocese SIAMs Inspections (March 2023)

Our vision statement strengthens all that we do and are here at St John's. Through the implementation of our School development plan we deliver a curriculum underpinned by our 'drivers' which have been identified through rigorous self evaluation. This gives all stakeholders 'hope' that our community will flourish.

Quality Teaching and Learning is at the heart of everything we do at St John's and through faith this enables all children to learn and achieve to the best of their ability and all members of the school community having a responsibility to ensure that this can happen.

Our School Development Plan is a shared working document which drives educational excellence and school improvement and enables those monitoring to ask questions about achievement and progress. It delegates responsibility and actions with clear time scales and cost implications; all of which inform the budget.

The plan is reviewed annually at the start of the new academic year and informed by the results of ongoing self-evaluation systems involving the whole school community. Further detailed subject/area Action Plans for specific areas underpin this SDP.

Areas for Development – identified by the school and the Diocese (SIAMs inspection) March 2023

1. Increase the opportunities for all pupils to engage actively in tackling issues of injustice nationally and globally

Next steps for the school-identified by the school and Ofsted January 2019

Leaders and those responsible for governance should ensure that:

1. All the recommendations of the pupil premium review are implemented swiftly
2. There is greater consistency in the guidance pupils are given in mathematics, particularly to move pupils on to more challenging work when they are ready.

VISION

‘.....I can do everything through Christ who gives me strength’. Phil 4:13.

At St John’s we foster an ethos deeply rooted in the Bible, underpinned by **faith** and committed to educational excellence.

In our community we respect that everyone is uniquely made in the image of God. We grow together in **wisdom, compassion, strength** and instil a sense of **hope** for all to flourish.

We make a difference.

VALUES



Core Values



Drivers

St John's— A Centre of Excellence

Culture and Community

We encourage children to:

- Celebrate culture and diversity within our local community and beyond
- Be active members of the community and make small positive changes within the environment

Social skills

We support our stakeholders to:

- Be patient in understanding and empathising with other people's points of view.
- Use emotional literacy to communicate effectively with others.
- Be resilient in new situations.

Wider Experiences

We encourage and nurture pupils to:

- Share and celebrate our diverse community and rich cultural inheritance.
- Understand how and why society can change over time and why this may impact us today.
- Know how experiences within and beyond our immediate surroundings can shape us.

Mental Health and wellbeing

Every child should :

- Be the best version of themselves.
- Aspire and embrace challenge and welcome mistakes through reflection.
- Persevere and never give up – take accountability for their learning

2023-2024 Priorities

St John's Church of England School
SCHOOL DEVELOPMENT

September 2023-August 2024

PRIORITIES

Priority 1 Quality of Education

- To continue to implement the new EYFS reforms and develop quality outdoor provision
- To raise standards of writing across the school through a focus on the analysis of internal data especially in KS1
- Develop quality adaptive teaching to support 'Great Expectations' for all pupils
- Continue to raise standards in maths for all pupils especially for higher ability pupils
- To further develop reading skills for those middle ability pupils and those identified groups

Priority 2 Behaviour and Attitudes

- Develop quality playground opportunities
- Continue to build on positive relationships between the school and wider community

Priority 3 Personal Development

- To increase opportunities for outdoor learning and use of forest school to support pupil progress and mental health well being.
- To develop mental health and well-being for all staff and pupils through the developed use of Zones of Regulation
- Develop British Values and courageous advocacy across all curriculum areas
- Achieve Arts Mark Status

Priority 4 Leadership and management

- Develop all subject leaders as effective middle leaders
- To ensure a healthy work/life balance for all
- To encourage a culture of coaching and mentoring within the school to support growth both for adults and pupils
- Continue to develop Pupil and Parent Voice

Priority 1: Quality of Education

Targets	Actions to be taken	Timescale RAG rate	Lead	Resources	Implementation and Impact
To continue to implement the new EYFS reforms and develop quality outdoor provision	1. Continue training for all EYFS staff to secure their understanding of new reforms Send JA to Cannon Lane to observe provision. Send JA on LA training on Positive Child interactions	Autumn and ongoing	EB	Half Termly Training and updates.	
		Autumn and ongoing	EB	Cost for cover	
	2. Obtain resources to help support pupils independent discovery	Autumn and ongoing	EB	Inside & outside resources: Sheds, shelves and pots require purchasing £3000 approx.	
	3. Develop outdoor learning area	A meeting each term	EB		
	4. To continue to provide an enriched, enabling class environment for ALL pupils to access.	Autumn and ongoing	EB	Parent workshop in Aut term Phonics and home learning support.	
	5. To develop closer links with EYFS Parents			Parent workshop in Spring term - supporting pupils in Maths and literacy,	
	6. Report changes to SLT and governors			Parent workshop in Summer Term - supporting child transition into year 1. Invite parents in fortnightly to lead	

				Storytime small/whole class sessions	
To raise standards of writing across the school through a focus on the analysis of internal data.	1. Attend training about developing writing in Key Stage 1. 2. Continue to deliver training for all key stages in developing subject knowledge and confidence for teaching Writing. 3. Introduce and trial new scheme (CLPE – Power of Reading) to improve standards of Writing in Key Stage 1. 4. Develop the use of Working Walls in classrooms to aid Writing. 5. Improve handwriting across the school	October 18th Continuous throughout the academic year. Continuous throughout the academic year. Autumn 2 – continuous monitoring September 23 ongoing	CK CK CK and Key Stage 1 Class Teachers CK and all Class Teachers	CPD training- £195 Training resources prepared by Chantelle Order additional high quality texts - £298.70 Classroom resources Nelson HW resources	
Develop quality adaptive teaching to support 'Great Expectations' for all pupils	1. Further develop teacher understanding and practice of adaptive teaching to support all learners 2. Embed the '5 a day' principle to adaptive teaching which consists of: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, using	Throughout the year. This will need to be revisited in inset	MN will also work collaboratively with SLT and SMT	INSETs, Twilights, TA meetings Posters for classrooms and staffrooms	1.

	technology (as recommended by the EEF) 3. Ensure this practice is disseminated to teaching assistants 4. Use a collaborative approach, coaching, learning walks and phase discussions to monitor how practice is implemented and the subsequent impact				
Continue to raise standards in maths for all pupils especially for higher ability pupils	1. Promote British Values through the curriculum and pedagogy	Oct 23	EC	Guidance document	
	2. Incorporate the use of outdoor learning through units	Oct 23	EC/Alice	Guidance document	
	3. To enhance wider opportunities for each subject area through extra-curricular provision	Mar 24	EC/SD	STEM activities Subscription to TTRS Playground equipment	
	4. To strengthen maths pedagogy through the use of NCETM resources and Rosenshine's Principles of Instruction	Mar 24	EC/SLT	CPD	
	5. To develop reasoning skills across the school as an opportunity to provide challenge for all and to enhance pupils'	Mar 24	EC	CPD Subscription to TTRS & Numbots	

	mathematical vocabulary and understanding 6. To provide opportunities for pupils to develop their fluency skills and to ensure 80% of pupils achieve the year group non-negotiables	Jul 24	EC		
To further develop reading skills for those middle ability pupils and those identified groups	1. Carry out observations of reading comprehension lessons to ensure teachers are focused on developing reading skills as well as comprehension.	Autumn 2	Reading Lead RA	Comprehension texts physical and online (bug club)	
	2. Further Implementation and embedding of 'Totally Pawsome' approach in KS1 to teach specific reading skills as a precursor to DR in KS2. In Year 2, pupils explicitly talking about reading skills 'Inference Iggy', 'Sequencing Suki' etc and recognizing and utilizing questions/reading stems linked to these skills.	Autumn 2	Reading Lead RA & Year 2 team	Pawsome gang posters and guidance documents	
	3. Ensure all teachers have documents to aid in assessing pupils accurately for reading. Spot check that pupils are taking home books at the correct level.	Autumn 1	Reading Lead	guidance documents Enough books at each reading level.	

	Discussions and training during phase meetings in Autumn 1 for Year 2 and Spring 1 for Year 1 on guided reading 4. Teachers to promote the use of Bug Club to ensure children are reading additional books in the week. Use of rewards and prizes can be used. 5. Ensure phonics lessons are of a high standard to ensure middle readers have all the mechanical skills to decode and blend accurately. Phonics lessons to be observed to check for this. 6. Building reading stamina for the Year 2 SATS by ensuring pupils are reading regularly, books are being changed, pupils being challenged to read. 7. In KS2 developing the use of 'unseen' texts in DR 8. More whole school reading competitions to	September and on going through the year Autumn 1 and then each Thursday and Friday in autumn 2 On going September and on going September	RA Reading Lead RA All teachers Reading Lead RA Reading Lead RA & Yr2 staff Reading Lead RA &	Bug club online, prizes Phonics ppts. CPD during insets. Bug club online Library books to encourage a love of reading. Comprehension texts online and printed. Reading prizes	
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	encourage additional and cross curricular reading	and on going	KS2 staff Reading Lead RA & KS2 staff		
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Further evaluations / evidence of impact:
Next Steps:

Priority 2: Behaviour and Attitudes

Targets	Actions: Up to 5 points which will then be elaborated on in your own action plan	Timescale RAG rate	Lead	Resources	Implementation and Impact
To enhance wider opportunities for each subject area	1. Subject leaders to develop, support and deliver where possible wider curricular opportunities 2. Subject leaders to monitor uptake and impact of clubs/ opportunities	To start Sept 23	All subject leaders	Subject budgets Staffing	
Develop quality playground opportunities	1. Review the use of equipment at playtimes in both KS1 and KS2. 2. Make the playground an extension of the classroom. 3. Training for all staff about different games for children to play. Staff to feed back in Inset's about successful games used. 4. Celebration of positive behaviour – daily/weekly 5. Develop Pupil voice on their expectations on the playground – use playground buddies to feed in to development 6. Train all staff in emotional regulation for pupils 7. Develop an outdoor gym area in the US playground	Aut 2 Aut 1 Aut 2 Weekly Termly Autumn Research form Sept 23	Phase Leads All staff Class teachers EC/RP Leadership MN JH	Leadership time Twilight item each term Leadership time Twilight School funding/PFA funding	

Continue to build on positive relationships between the school and wider community	1. Parents workshop on 123 Magic and positive rewards.	Aut 2	AD /SLT	Afternoon and morning sessions	
	2. Supporting parents with children with SEND with behavior through external parent training and workshops	Autumn onwards – termly meetings	MN		
	3. Support parents in improving persistent absence and lateness of their child/ren	Ongoing	EA/ Office Manager/HT		
	4. Review attendance policy. Share in Parent's forum	Autumn & Spring	HT		
	5. Signposting parents to borough and wider support.		EA		
	6. Make external links with local businesses and invite in to share with pupils	Spring 2024	Subject leaders		

Further evaluations / evidence of impact:

Next Steps:

Priority 3: Personal Development

Targets	Action Plan 5 points which will then be elaborated on in your own action plan	Timescale RAG rate	Lead	Resources	Implementation and Impact
To increase opportunities for outdoor learning and use of forest school to support pupil progress and mental health well being.	1. Teachers and TAs to receive training for use of forest school across the curriculum all year round. 2. Sharing good practice of outdoor learning 3. Research and enquire into new technology and equipment for outdoor learning (enrich orienteering) 4. All classes to make regular use of forest school to develop the wider experiences of children 5. Teachers to support mental health and well-being through promoting outdoor learning 6. Develop geography field skills	Aut 2 , Spring 1 and Summer 2 Ongoing from Aut 2 Spring 2 Ongoing Ongoing Spring 2024 Autumn 23 onwards	RP and AOG All subject leads RH/AOG All teachers All staff AOG AOG	Inset – golden nugget time Outdoor equipment Timetabled opportunities INSET INSET	
To develop mental health and well-being for all staff and pupils through the	1. Fortnightly staff survey's to address potential issues and strengths – feedback	Ongoing	SLT	TES subscription	

developed use of Zones of Regulation	to staff termly 2. Regular use of school counselor, promoted and available to children and staff and parents/carers 3. Opportunities for staff to engage in non-work related tasks to promote well-being (coffee van, exercise classes, burn to learn and other well being events) 4. Positive behaviour management focusing on celebration of success 5. Providing time for getting to know you activities with the children 6. Monitoring impact of interventions for Mental health support 7. Work with parents on supporting and encouraging online safety through workshops and knowledge sharing	Weekly Weekly Daily Autumn Termly Ongoing through newsletters, workshops	SLT All staff AD and All staff All staff MN SD/ AD	School counselor budgeted for. As and when Monitoring packages and leadership time	
Develop British Values across all curriculum areas	1. All subject leaders to determine and embed how BV fits in curriculum areas 2. Make BV relevant and informative for pupils, staff and wider community	Aut 1 Autumn and ongoing Ongoing throughout the year	JH/AD All subject leaders All staff		
Achieve Arts Mark Status	1. Continue to showcase all that is being done so	Ongoing throughout	CO/AB/RBZD	Attend 1 day training	

	far in the school. 2. Build in enrichment activities for pupils	23/24 Autumn 22 onwards	All subject leaders	Subject area resources	
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Further evaluations / evidence of impact:
Next Steps:

Priority 4: Leadership and Management

Targets	Actions to be taken	Timescale RAG rate	Lead	Resources	Implementation and Impact
Develop all subject leaders as effective middle leaders	• Review skills and knowledge coverage of subject from EY-Y6 • Train subject leaders to use data to support school improvement • Ensure all subjects are accessible for all children (adaptive teaching) • Leaders to support in planning and delivery where gaps are noted • Opportunities for observations, sharing and recording of good practice • Leaders to feedback to SMT on delivery , assessment outcomes and areas for development • Opportunities for peer review • Opportunities for evidenced based research for all staff	• Summer 2024 • Summer 2024 Ongoing from Autumn term Ongoing throughout the year Ongoing	• All subject leaders	• INSET sessions • CPD training - Termly meetings with HT Subject leaders to organize their observation and book look walks • Tabled SMT meetings	
To ensure a healthy work/life balance for all	• Respond to the staff survey results (low scoring descriptors) • Pre-planned dates in the calendar • PPA time at home/report writing at home • New rotas for assemblies to enable teachers and TAs more	Ongoing	SLT team to share with all staff	Staff inset time	

	time to meet/prepare				
To encourage a culture of coaching and mentoring within the school to support growth both for adults and pupils	• ECT's to be nominated a mentor to support • New to St John's to be given a mentor • Train Phase Lead TA's in leadership role in mentoring others • Schools direct teachers/ Students to be nominated with a mentor to support. • Leadership staff have the opportunity to be coached in their leadership roles by the HT	Sept 23 – July 2024	AD AD/JH/MN/RA MN/RA MN JH	Mentor time Mentor time/Leadership time for MN/AD to induct Coaching time	
Continue to develop Pupil and Parent Voice	• The following pupil roles to be offered for pupils to apply and be appointed and supported by lead teachers: • Prefects to be appointed • RRSA ambassadors • School council • PANTS • RE Ambassadors • IT champions • Sports Ambassadors • Eco Warriors To continue to rebuild links with all parents through parent workshops Involve Early Help to support with parent issues	Sept 2023 – July 2024 Autumn 2022 ongoing	Subject Leaders	Meetings to discuss the roles and feedback and plan actions. £500 for badges	

Further evaluations / evidence of impact:

Next Steps: