

Charles Dickens Primary School School Development Plan

Section 1: Leadership and Management

Task and finish-In the event of school closure points 4 and 5 would need to be completed virtually.

Intended Outcome	Current Position	Planned Actions 2020 – 2021	KPIs	Who
1. To secure and sustain the current outstanding leadership and management of the school with permanent appointments.	1. ME-currently interim Headteacher. 2. DW-currently acting Deputy Headteacher 3. 4 Assistant Headteachers on one year fixed term contracts. 4. AM-is permanent member of staff at senior leadership level.	1. Appointment of a Headteacher to take place September 2021 2. Permanent appointment of a Deputy Headteacher to take place in Spring 2022 3. Permanent appointments of AHT's to take place.	Appoint HT Appoint DHT Evaluation of AHT level- create risk a register	CEO/Trust board/LGB chair
2. To distribute leadership capacity through the further development of subject leads and year group leads.	5. Subject leaders have contributed to the creation of curriculum materials – subjects are in varying of stages development. 6. Year leads manage year groups.	1. Any middle leader who hasn't completed an NPQ will complete one this academic year. 2. Subject leads will become more involved in the evaluation and creation of curriculum resources. 3. Year leads will take greater accountability with regards to outcomes in their year groups. They will create behaviour plans for children who are struggling to access learning and feedback to SLT on a weekly basis. 4. Year leads will informally monitor books and support colleagues before book looks.	Appoint all subject leads and year leads. Apply to complete an NPQ Evaluate curriculum areas Subject and year group action plans.	DHT

7. To use the introduction of instructional coaching to improve the pace and engagement of teachers in their professional development.		Senior leadership currently coach most teaching staff. Trial of Powerful Action Steps during the Summer term.	Training of new coaches. SLT to monitor regularity of coaching visits to ensure all receive a consistent CPD offer. All coaches and coachees to use Powerful Action Steps.	Coaches chosen for their expertise. SLT to monitor to ensure progress is being made against action steps which is the focus of the performance management.	DHT HT
8. Allocate each year group three qualified teachers to ensure keep up and catch up takes places consistently within each year group.		One class teacher within each classroom. Keep and catch up happens through intervention groups within the classroom and sometimes after school. Feedback from teachers is that focus groups are not always possible within the classroom environment.	CPD on effective feedback. Third teacher to support children in keep and catch up using the school's schemes. E.g. Maths No Problem. Children with SEND will receive quality first teaching by a qualified teacher or member of the SEND team. Keep and catch will be timetabled for each year group. Feedback from pupil progress meetings will help plan the use of the third teacher.	All children making progress within the classroom. Third teacher is being used for keep up, catch up and quality first SEND teaching within each year group. All actions from pupil progress meetings are acted up.	DHT HT AHT (TB)

Section B: Quality of Education

- 2. English
- 3. Maths
- 4. Creative Arts
- 5. Wider Curriculum
- 6. Early Years

3. English

Intended Outcome		Current Position	Planned Actions 2020 – 2021	KPIs	Who
2.1 The accelerated professional development of the new English lead to sustain and build upon strong practice in English.		DW is currently handing over to newly appointed AHT who will be taking over as English lead.	Subject Lead / DHT to deliver training for new starters and refresher training for staff Subject lead to quality-assure planning on a weekly basis. Subject lead to teach and support individual teachers to plan English independently. Subject lead to monitor outcomes through half termly book looks. Subject lead to quality-assure English related actions steps in the weekly instructional coaching sessions.	Subject lead can confidently describe the standard of English across the school and it's next steps. Planning is strong and confidently delivered by teaching staff. Themes from comparative judgement assessments are being addressed within	AHT (NJ) DHT

			planning.	
2.3 To ensure that assessment of writing is used to inform next steps and pupil individual feedback.	Teacher rely on comparative judgement to level their writing.	Teachers to receive training on CJ exemplar materials in order to be able to accurately assess writing. Teachers to use comparative judgement results to level a child unless the child's performance is out of character and does not reflect their usual work. Teachers to receive CPD training to accurately assess next steps for children, which will then feed into weekly planning. Track writing age of pupils to identify where progress has and hasn't been made and closing gaps more quickly.	Weekly planning includes identified next steps in children's writing. Teachers are able to identify working towards, expected and greater depth pieces of writing in their year groups. No child's level are moved down from a comparative judgement result.	
2.4 To ensure that word banks and visuals are used effectively to scaffold learning in English.	Word banks are present most classes, but are more effective in some than others.	Word banks are used effectively in all classes and their use is evident in planning. Visuals are used to support SEND/EAL learners. Cognitive overload is considered when creating word banks and scaffolds.	Word banks support children's spelling and this is evident in books. EAL/SEND learners make accelerated progress within the classroom. Visuals are used sparingly but effectively for the learners that need them the most. Scaffold are simple and support the learning.	AHT (NJ) AHT (TB) DHT

2.5 To ensure that 90% of children in KS2 can use a fluent cursive script.		Spring term book look showed an inconsistent approach to handwriting expectations.	Reminder CPD on handwriting. Handwriting expectations will be part of instructional coaching. Presentations expectations will be made clear to all staff at the start of the year. Presentation and handwriting will be monitored as part of book look.	The teaching of handwriting is observed as consistent across the school during coaching visits. Support is given to teachers who are less familiar with our handwriting expectations.	AHT (NJ)
2.6 Ensure the effectiveness of new writing interventions.		EEF evidenced approach to writing is consistent in year group planning.	Intervention groups to be planned by the person creating year group English plans. English lead to support planning. Instructional coaching visits during intervention groups.	Children make accelerated progress in intervention groups.	AHT (NJ) DHT
2.7 Build consistent use of whole class feedback in order to help children address development points and act upon verbal feedback.		Book looks show that not all children are confident at editing and improving their learning. Book looks show that feedback is inconsistent.	CPD for all staff on effective feedback and whole class feedback systems. Book monitoring to ensure children are acting on feedback. Year group leads to do informal book looks in their weekly planning meeting to ensure quality and consistency across classes.	Pupils are addressing next steps and able to act upon teacher feedback.	DHT AHT (NJ) AHT (TB)
2.8 Ensure that the teaching of phonics to the books the children are reading and taking home.		Planning is currently based on Letters and Sounds and this DFE scheme no longer meet the DFE criteria for effective teaching of synthetic phonics.	Purchase Floppy Phonics. Ensure the teaching of phonics in class is accurately aligned with the books sent home.	Phonics scheme closely matches reading books in reception.	RP
4. Maths Task and Finish- In the event of school closure we would not be able to do evaluate home learning but we would continue to evaluate the virtual learning through parent surveys. 3.7 would need to go on hold until children return to school.					
Intended Outcome		Current Position	Planned Actions	KPIs	Who

3.1 Ensure continuity of quality and progression of maths curriculum in EYFS.	Busy Ants is used one day a week. Teachers plan lessons for the other four days.	Introduction of Maths No Problem in Reception. Training of EYFS staff. Observations of the teaching of maths through instructional coaching.	Planned lessons from maths no problem. Children making strong progress in maths. Maths No Problem assessments being used.	AHT (DJ) AHT (TB)
3.2 Enhancing the use of gaps analysis in maths to ensure that planning is built upon formative and summative assessment.	This was trialled during the academic year 2021-2022 and showed to have a strong impact.	Insight tracker assessment to be used during the autumn and spring term in maths of book A and book B. Outcome data used to address gaps and misconceptions in the summer term.	Booklets are created for the summer term to address the gaps. Intervention and support is based on gaps analysis.	AHT (TB)
3.4 Monitor the quality of intervention groups across the school, ensuring daily catch up and keep up.	Currently interventions are led by support staff and is focused where there is significant need.	Third teacher in each year group is focused on keep up, catch up and intervention. Gaps analysis is used to inform interventions. Interventions monitored as part of the weekly instructional coaching.	Children receive quality first teaching as part of their intervention groups. Children are able to keep up.	AHT (TB) DHT
3.5 To adapt the timings and materials for the maths assessment cycles.	Autumn term assessment within maths is not the same as the spring and summer assessments.	Assessments based upon the children's learning that term only. Assessments linked to age. Gaps analysis used and the gaps addressed.	Accurate assessments in place.	AHT (TB)

3.6 To ensure the consistent use of MNP booklets based on gaps analysis across the school.		Booklets based on gaps analysis are used across the school during the summer term. Strengths were seen when Maths No Problem scheme was followed.	All year groups to use gaps analysis booklets during the summer term. Booklets to be based on MNP.	Teachers reteach content that is assessed to be gaps in knowledge and understanding.	AHT (TB)
3.7 To ensure 90% of pupils pass the multiplication assessments in yr4.		Children rehearse times tables and use my maths at home.	Yr 4 children continue to have taught times table sessions. Yr 4 children to complete weekly times tables tests. Yr 4 children to continue to have times tables as part of their home learning.	Children know their times tables. Yr 4 children confidentially complete their times tables tests.	AHT (TB) RP

5. Creative Arts

Task and finish-In the event of school closure, we would need to ensure all children had adequate technology if we are to complete music tech.

4.1 would need to go on hold until school reopens and enough evidence is compiled.

Intended Outcome		Current Position	Planned Actions	KPIs	Who
4.1 To gain accredited platinum Artsmark.		Arts mark has been applied for.	To evaluate the current offer. To demonstrate clear development goals. To invite an assessor to review the school.	We know our strengths and weaknesses against the arts mark criteria. We are on track to achieving platinum.	AM

4.2 To ensure that at least 80% of pupils from across the school are participating in the art hub activities.	Children to use the Art Hub during holidays.	To increase the publicity around the art hub. Increase the number of children using the art hub. Celebration of children who have taken part and used the resource.	Children enjoy participating in art project. Higher percentage of pupil premium children accessing the online content and participating.	AM TY
4.3 The accelerated professional development of the new art lead to sustain and build upon strong practice in Art.	We currently have a head of creative arts.	To ensure new head of art has completed a NPQ. To ensure the new head of art receives regular coaching.	New head of art is confidently able to deliver the school development plan for art.	
4.4 To ensure all children attend a gallery as part of the CDPS offer.	Due to covid children have not accessed galleries and theatres.	Ensure that each year, each child from reception to year 6 attend an art gallery and theatre.	Children have rich opportunities.	
4.5 To ensure that at least 20% of pupils attending the creative arts activities are PP children.	Many children use the art hub and attend extra-curricular activities; however, they are not monitored for PP update.	Ensure all PP children are offered the opportunity to attend a club or access the art hub. Monitor the percentage of children attending such opportunities including key groups. Ensure the percentage of children attending from the pupil premium group is representative of the whole school numbers. Offerings from the creative arts clubs feeds into displays around the school.	All groups of children are represented within the extra curricular clubs and are disadvantaged families are supported in order to attend.	
To ensure that the art curriculum progresses children's knowledge, creativity and practical application.	Teacher led art and art led by specialist teachers are in place.	Develop the language about art Introduce disciplinary language to lessons. Introduce new artists into the curriculum show children are learning about a diverse range of	Well thought out curriculum which covers skills, knowledge and language.	

		<p>artists.</p> <p>Brining in art history elements to the planning.</p> <p>Depth of coverage.</p> <p>Team teaching of art between the specialist art teacher and class teacher.</p> <p>Making art more visible on the school Instagram.</p>	Children experience high quality art lessons.	
<p>6. STEM & Humanities</p> <p>Task and finish-In the event of school closure it would be more challenging to complete 5.3. We would be able to review lessons, resources, plans. We would have to evaluate the learning through examples sent in to school and then books when school resumes.</p>				
Intended Outcome	Current Position	Planned Actions	KPIs	Who
<p>5.1</p> <p>The accelerated professional development of the new computing lead to sustain and build upon strong practice in computing</p>	<p>Another member of staff is currently the computer lead. Recently launched KAPOW curriculum.</p>	<p>SLT and computing lead to monitor implementation of computer.</p> <p>Hardware audit.</p> <p>Teachers train to confidentially deliver the computing curriculum.</p>	<p>Children are making progress in computing lessons.</p> <p>Staff know what technology we have and this what not be a barrier to learning.</p> <p>Staff report high confidence levels in delivering the computing curriculum.</p>	<p>AS</p> <p>DHT</p>
<p>5.2</p> <p>To ensure strong practice from other trust schools is feeding into our computing curriculum, assessment and implementation of lessons.</p>	<p>Trust network is being formed.</p>	<p>Computing lead to attend network meetings. Feedback is shared with SLT.</p>	<p>Ideas to improve computing are constantly shared.</p>	

5.3 To ensure that KAPOW computing lessons are taught each week and are at least good.	KAPOW curriculum has been launched.	Computing lead to attend planning meetings at the start of each half term to ensure teachers understand the progression of lessons. Training offered to staff who need it. A decision on how outcomes are monitored within computing.	Computing is taught to a high standard.		
5.4 To ensure the curriculum booklets are implemented effectively in order to include all children - especially, those with special educational needs.	Curriculum booklets are used for history, geography, RE, science, wellbeing.	Evaluation of booklets by taking teacher feedback. Further training for staff on the use of icons. Teachers receive training on ways to differentiate learning through the delivery of lessons and the use of guided groups.	Booklets are accessible to all pupils		
5.5 To ensure that all STEM and Humanities booklets are of appropriate pitch, interest and interactivity.	The booklets are in ongoing development – all are being reviewed to ensure that the content is structured in order to enable successful implementation in the classroom.	Evaluation of booklets by taking teacher feedback. Continued re-writing of booklets to ensure the content is of the correct pitch and quantity.	All booklets support all children in accessing the learning and support teachers in delivering dynamic, interactive lessons.		
Intended Outcome	Current Position	Planned Actions	KPIs		
6.1 The accelerated professional development of the new Reception lead to sustain and build upon strong practice in Reception.	Previous year lead is moving on to lead year 4. A newly appointed AHT with an expertise in EYFS will be leading reception and nursery.	Ensure strengths from previous year are maintained. Develop the curriculum further to incorporate the new phonics, maths, new EYFS frame, assessment, bench mark.	New reception lead is confident with delivering a high-quality reception provision.		

6.2 To ensure all EYFS children have access to language rich, engaging outdoor area.	The teachers are confident in delivering structured lessons but less so when facilitating continuous provision.	Planned activities in the outdoor area. Focus on gross motor skills, language development and social skills. Practitioners confident in assessing and progressing children's learning through play. All EYFS outdoor areas to become language and number rich.	Opportunities for learning in continuous and outdoor provision are maximised.	Who	
6.3 To ensure that the new early years framework is implement in all Reception planning.	Current EYFS framework being used.	All teachers to receive relevant training. EYFS framework mapped against the curriculum. New baseline completed at the start of the academic year.	The school is compliant with the new EYFS frame. Statutory assessments are complete.	DJ TB	
6.4 To ensure that all nursery and reception children have access to high quality forest school provision.	Forest school is sparsely used in the nursery classes	Teacher with forest school training to be the named teacher in Nursery. Each child to receive weekly forest school intervention. Forest school planning to focus on exploration, language, experiences and social skills. Forest schoolteacher to team-teach with other practitioners.	Forest school to become a regular session for all children in nursery. Children's language to develop as a result of forest school.	TZ HH	

PSED Intended Outcome	Current Position	Planned Actions	KPIs	
7.1 To ensure consistency of systems and routines across the school, particularly where there are new teachers.	New teaching and support staffs have been recruited.	CPD on systems, routines, expectations, de-escalation and our behavior management policy. Focus on the above during weekly instructional coaching.	Low level poor behaviour is minimised. There is consistency in routines across the school.	Who
7.2 To ensure that exclusions remain less than 9.	Last year there were 9 exclusions.	Ensure EHCP are applied for in a timely fashion. Staff to focus on relationship building. One-page overviews of children who find school a challenge so staff are aware of what they find challenging. Re-introduce peer mentors. Ensure adult mentoring takes places for children who need additional support. When an incident occurs, train staff to de-escalate and unpick the situation to understand why an incident took place.	Exclusions remain a last resort and we have less exclusions than 2021.	HT AHT (WC) DHT
7.3 To ensure attendance remains above 96.5%.	Last year attendance averaged 96.5% and all groups were above the national average.	Monitor attendance Send reminders to parents when attendance drops. HT to meet parents when attendance reaches close to 90%.		DK AHT (WC) AM

<p>7.4 To ensure our community have regular opportunities to speak and be listened to in order to enhance the previous the Listening Project work.</p>	<p>Team of listeners have listened to the staff, parents and children.</p>	<p>Monthly parent events facilitated by ME and AM. Each event to have twice daily, one at 8:30am to encourage non-working parents to attend as they drop their children and one at 5pm for those parents who are working. Each event to have a particular focus for discussion. Parents have a chance to share their views formally, informally or anonymously. Feedback collected and discussed as an SLT before developing an action plan. Half termly parent forum meetings.</p>	<p>Parent voice continued to be listened to as part of the listening project.</p>	<p>AM ME</p>
<p>7.5 To ensure our wellbeing and mental health strategies are shared with the school community.</p>	<p>Parent workshops have taken place.</p> <p>Wellbeing documents have been produced.</p>	<p>Continue to run termly parent workshops focusing on children's mental health.</p> <p>Lead mental health courses for other schools and MATS to learn from.</p> <p>Update the wellbeing hub website to include lessons plans.</p>	<p>Parents continue to learn about our approach.</p> <p>Other schools are learning about our approach.</p> <p>Additional funding is coming in to the school.</p>	<p>HT TY</p>
<p>8.1 The accelerated professional development of the new SEND hub leaders to build upon strong practice of SENCo and speed up referrals.</p>	<p>SENCo is in place.</p> <p>Three SEND hub leaders have been recruited.</p>	<p>Three Hub leaders to take responsibility for cognition & learning, language and emotional intelligence.</p> <p>Hub leaders to observe children, support staff, make referrals.</p> <p>Offer opportunities to hub leaders to start SENCo training.</p>	<p>Increased speed in EHCP referrals.</p> <p>Staff to have a better understanding of how to support individual needs as this will be reflective in pupil progress meetings.</p>	<p>AHT (WC) MP LF RP</p>

<p>8.2 To ensure accelerated progress for children with EHCP.</p>	<p>Full time satellite provision for children with SEND.</p>	<p>All children with an EHCP to regularly receive quality first teaching from a qualified teacher.</p> <p>Use the satellite provision to support speech language, social skills, life skills and developments against their learning plans.</p>	<p>Satellite provision is observed to be a purposeful teaching space.</p> <p>Children making accelerated progress against their learning plans.</p>	<p>AHT (AHT)</p> <p>LF</p> <p>MP</p> <p>MP</p>
<p>8.3 To ensure parents understand different SEND needs and the school provision.</p>	<p>Coffee mornings are led by the SENCo.</p>	<p>SENCo to network in SENCo from across the trust.</p> <p>CDPS parents invited to coffee mornings in the different schools.</p> <p>Parents from the other schools are invited to CDPS.</p> <p>Use of expertise from across the trust.</p>	<p>Regularly listening to parents during coffee mornings.</p>	<p>ME</p>
<p>8.4 Ensure that EHCP applications are applied for at the earliest opportunity.</p>	<p>There are 11 children yet to be seen by the EP, (delay due to Covid) EHCP plans need to be applied for.</p>	<p>SENCo to train new SEND leaders to complete EHCP plans.</p> <p>Ensure plans are created which set timescales and actions for an EHCP to be applied for.</p> <p>Update SEND policy to include criteria for applying for an EHCP and clearly the process. This will make it clear to staff and parents of the expected timeframes, evidence and review that would need to be conducted.</p>	<p>EHCP are applied for at the earlier opportunity for them to be successful.</p>	

8.5 To ensure assessment is accurate for children with SEND.	Detailed learning plans have been created which demonstrate progression. These were shared with Ofsted.	SEND ILPs objectives are SMART and accurate through effective use of tailored assessment. Progress tracked for all children.	SEND ILPs objectives are SMART and accurate through effective use of tailored assessment.	
8.6 To ensure the school fully accessible for learners with ASD.	Autism-friendly school accreditation has been applied for.	The school has gained the Autism Friendly Accreditation. Link with the new learning environment lead to ensure needs of ASD children are met. Ensure learning environment policy and feedback reflects ASD needs. Evaluation of current learning environment policy.	The school has gained the Autism Friendly Accreditation.	
8.7 To ensure school laptops are used to enable children with SEND to access learning and to better express their ideas.	Laptops are used occasionally to support children.	Children in UKS2 with dyslexia diagnosis have some opportunity to use laptop to word process where applicable. Online touch-typing course for children with SEND. Children confident in IT skills in order to be able use the laptops.	SEND children show better progress and confidence as a result of using laptops to word process.	
Intended Outcome	Current Position	Planned Actions	KPIs	
To ensure the Latin curriculum is taught in Y6s.	Currently teaching French across the school. LF has attended Latin, teacher	Year 6 to have timetabled Latin lessons. Development of the Latin curriculum.	Latin is taught to yr6 each week. Well planned	

		training.	Latin club offered to different year groups.	development curriculum.	
Ensure all children in year 6 explore learning another language to help with secondary transition.		No current links with different languages. Different languages are taught in all of the secondaries.	Tasters organised with James Poynton, Dulwich college. Arrange German and Spanish tasters with secondary colleagues	Children have an understanding of the languages taught at the different secondary schools.	
To ensure there is regular, informal parent voice.		Parent survey Parents can email or call the school. Home communication books Weekly parent newsletter which is written and recorded.	Monthly coffee mornings led by school and listening project group. Coffee mornings to happen twice a day to attract hard to reach parents. Focus point for discussion during coffee mornings e.g Mint street or other community issues. Feedback from meetings to be shared in parent newsletter. Feedback to be discussed by SLT. Governors invited to attend coffee mornings. Re-launch of international evening. Staff able to communicate with parents on the gate once more. Half termly parent forum meeting with headteacher. 1:1 session between new parents to the school and headteacher.	More frequent communication with hard to reach families.	

