



# St John's and St Clement's Primary School Development Plan 2020/2021

## Executive Summary

### School vision

At SJSC we aim that our children's education enables them to lead **successful and fulfilled lives**.. We want our children to **find their own voice, contribute positively to society** and develop a **love of learning**. We do this by focussing on:

1. **Empowering knowledge**– Developing a deeper understanding of important knowledge that enables learners to develop passions, opens doors and enables an understanding of the world.
2. **Critical thinking**– Children engaged in their learning, applying their knowledge to solve problems and create. Children debate and question ideas to develop their voice and impact.
3. **Personal Growth** – Well being, emotional health, social action and school values are at the heart of all we do.

<b>Quality of education</b> <b>(Teaching, assessment and curriculum)</b>	<b>Intent 1:</b> - Embed the next phase of curriculum development to be diverse, building important knowledge centred around 6 key concepts, and engaging children to be active in their learning. - Enable reflective practice to continually develop a high standard of teaching.
<b>Leadership and Management</b>	<b>Intent 2:</b> To grow excellent leaders at all levels: <i>Including Governors, Senior Leadership, Middle Leadership, Subject Leadership and Senior Teachers</i>
<b>Personal Growth</b>	<b>Intent 3:</b> To develop and further embed personal growth and healthy social and emotional practices within the school.

# 1. Quality of Education – A&C

<b>Intent 1:</b> - Embed the next phase of curriculum development to be diverse, building important knowledge centred around 6 key concepts, and engaging children to be active in their learning. - Enable reflective practice to continually develop a high standard of teaching.	<b>Impact:</b>	
	School measures for Maths/English (Early Years Foundation Stage (EYFS), Phonics, Key Stage 1, Key Stage 2) to be at above London average	
	Gaps in writing close between groups, particularly boys and Pupil Premium	
	Monitoring of learning and teaching shows development in quality of reflection and practice	
Implementation / Action plan		Linked action plan
Introduce and embed the next phase of the curriculum to focus on <b>specific knowledge</b> that links to the ' <b>big ideas</b> ' – develop and use LTP, MTP, subject overviews and knowledge organisers to direct this and <b>ensure progression</b> within a subject and the big ideas	DHT/SL	
Develop <b>critical thinking opportunities</b> that encourage the children to be active in their learning and encourage deeper thinking – use <b>enquiry questions</b> set out in curriculum, projects, maths reasoning and begin to introduce a Socratic approach to classroom discussion	DHT/ SL	
Develop the <b>environment in Early Years</b> to promote challenge in continuous provision	PL	
Using <b>feedback</b> as an effective strategy with <b>children active in their own learning</b> , to ensure progress for all, to be developed through training and shared practice	DHT/PL	
High quality <b>writing in all subjects</b> to be promoted in curriculum planning, subject leads and monitoring	DHT/PL/SL	
Develop <b>reading</b> practice across the school to support a high standard of teaching and development of a love of reading	SL	
Continue to develop the use of <b>continuous provision in year one</b> to challenge and engage all children	PL	
Review and develop <b>special educational needs</b> training to ensure <b>impact</b> through a graduated approach	SENCo	
Introduce and embed a new approach to <b>staff development and feedback</b> which has clarity of standards, enables reflective practice and ensures follow on support and development of practice	SDT	
Continue to build <b>research and reading into staff development</b> to ensure a high standard and critical practice to develop	DHT	
More staff to work with <b>sector wide organisations</b> to strengthen good practice and create an outward looking culture to aid reflection and growth	HT/DLT	

## 2. Leadership and Management A&C

<p><b>Intent 2:</b> To grow excellent leaders at all levels:</p> <p>Governors, Senior Leadership, Middle Leadership, Subject Leadership and Senior Teachers</p>	<b>Impact:</b>	
	<ul style="list-style-type: none"> <li>• All leaders have a clear and ambitious vision and all staff drive the vision of the school</li> </ul>	
	<ul style="list-style-type: none"> <li>• All leaders are confident in their areas to lead high quality school improvement and articulate how they do this</li> </ul>	
	<ul style="list-style-type: none"> <li>• Governors are well trained, well informed and make regular visits to the school to meet with leaders and pupils</li> </ul>	
<b>Implementation / Action plan</b>		<b>Linked action plan</b>
Appointment of subject leaders in <b>English team</b>		HT/DHT
<b>Coaching model</b> to be further developed by adopting a formalised approach and expanded for middle leaders and subject leads focussing on <b>leadership qualities</b>		DHT
<b>Training for development of subject leaders</b> in place, including professional networks to develop practice		DHT
School leaders to create <b>links with other schools</b> to develop best practice learning		HT/DHT
All teachers to lead an appropriate area of school development – <b>distributing responsibility</b> and developing a collective drive towards the school’s vision		HT/DHT
<b>Governors</b> are clear on their <b>role and the vision</b> for the school		Governors
<b>Governors attend regular training</b> as signposted by the local authority and beyond		Governors

### 3. Personal Growth - PPC

<b>Intent 3:</b> To develop and further embed personal growth and healthy social and emotional practices within the school	<b>Impact</b>	
	Pupils are resilient when it comes to their learning and challenges	
	Pupils are developing a positive sense of themselves and their 'voice'	
	Pupils can articulate how they are achieving in line with the school values	
<b>Implementation / Action plan</b>		<b>Linked action plan</b>
Personal Social and Health Education ( <b>PSHE</b> ) program to be implemented		SL
<b>Emotional well-being and Mental Health curriculum</b> embedded across the school and weaved into the curriculum to support children's emotional resilience		SL
Social Moral Spiritual and Cultural ( <b>SMSC</b> ) development celebrated throughout the curriculum and enhancements identified using the SIAMS framework		HT/RE Lead
Continue to develop <b>school values</b> to be embedded in <b>policies and culture</b> across the school		HT/DHT/PL
Weave personal development and the <b>school values</b> into the <b>curriculum</b>		DHT/SL
Develop the <b>diversity of the curriculum</b> to be inclusive and representative of all		DHT/SL
Work with <b>parents</b> to support emotional health and well-being including through parent cafés		PSHE Lead
Develop <b>reflective culture</b> within staff to empower, support and engage the whole school community – creating <b>diverse teams</b> to work on school development, investment in <b>coaching and training</b> , and new approach to <b>staff development and feedback</b>		HT/DHT