



2021 – 2022

**LITTLE EATON PRIMARY SCHOOL
SCHOOL DEVELOPMENT PLAN**

We have recently reviewed our School Improvement Plan (SIP) in order to ensure continued & sustained improvement at Little Eaton Primary School. The new SIP, which is officially launched in September, builds on previous progress that the school had made since its Ofsted inspection in 2017

Our Core Priorities for 2021/2022 are:

- Strengthen subject leadership and ensure subject policies align closely to the whole school curriculum vision.
- Develop the new nurture provision.
- Reinvigorate and develop further community links.
- Prioritise the needs of vulnerable learners including disadvantaged pupils.
- Strengthen cluster working.

2021-2022 SCHOOL DEVELOPMENT PLAN – OVERVIEW

	<u>Evaluation tells us we need to:</u>	<u>SDP priorities</u>
Quality of Education Curriculum	<p>Review our curriculum intent, implementation and impact</p> <p>Prioritise the needs of vulnerable learners including disadvantaged pupils.</p>	<p>General</p> <ul style="list-style-type: none"> Review our curriculum intent in light of our aims and values Review our KS1-2 curriculum to ensure that there is clear planning for progression from year to year Review and develop assessment of progress in all subjects and the way this is used to inform future planning Review the means by which speaking, listening, reading and writing are developed in other subjects using purposeful activities which reflect age expectations. Implement new ICT curriculum Enable curriculum leaders to fulfil their roles more effectively Ensure that subject policies match the school’s curriculum intent Develop the monitoring and evaluation of subjects across the curriculum Extend the provision of French specialist tuition across KS2 <p>Catch-up Curriculum</p> <ul style="list-style-type: none"> Curriculum adjusted, especially in maths and English Maths – use nctem/white rose catch up resources English – whole school priority areas of learning for each year group to be taught following whole school writing unit at the beginning term 1 Year 1-2 to revise key phonics steps as required Booster teacher identified and employed for KS1 and KS2 vulnerable pupils. <p style="text-align: right;">Action Plan</p>
Quality of Education English	<p>Reading</p> <p>Raise standards in reading for all learners, including vulnerable. (QofE)</p> <p>Promote reading for pleasure and enjoyment (B&A)</p> <p>Ensure that the teaching of phonics is consistent and effective in EYFS & Y1 (QofE)</p>	<ul style="list-style-type: none"> Audit KS2 reading curriculum Identify vulnerable learners and accelerate progress through support plans Embed new phonics scheme in KS1 Train support staff in the use of VIPERS as a comprehension tool <p style="text-align: right;">Action Plan</p>
	<p>Writing</p> <p>Continue to raise standards in writing, especially amongst vulnerable pupils (Cusp) (QofE, B&A)</p> <p>Increase the proportion of children able to write at age expected levels or better (QofE)</p>	<ul style="list-style-type: none"> Talk4Writing – continued development to support narrative genres. Continue to embed LTP for writing alongside other subjects. Align non-narrative writing with other work wherever possible <ul style="list-style-type: none"> Look for activities which engage boys and motivate them. Further develop fluency by embedding ‘writing basics’ at different parts of the school – composition and effect, structure and organisation incl. grammar and punctuation, spelling and handwriting. Identify key features of writing at different ages. Identify barriers caused by over-complicating the writing process too soon. Handwriting – ensure clear guidance for teaching of handwriting and ensure that this is consistently implemented across the school Create a writing portfolio by genre and age to support teaching and illustrate standards. Use this to moderate expectations and secure agreement on Teacher Assessments Support teacher moderation judgements by working alongside cluster schools. Assessment of writing – review criteria in line with T4W and end of Key Stage. Identify, track and target set for unsuccessful writers [incl. boys] Explore ways of linking speaking/listening/story telling with reading as a reader and as a writer. Embed the use of summative and formative assessment across the school to identify strengths, weaknesses and priorities for groups. <p style="text-align: right;">Action Plan</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Quality of Education Maths</p>	<p>Prioritise the needs of vulnerable learners including disadvantaged pupils by: Continuing to raise standards in maths, particularly:</p> <ul style="list-style-type: none"> • Mental strategies to build fluency • Developing models and images to support calculation (QofE) • Enabling parents to support their children with maths (B&A) 	<ul style="list-style-type: none"> • Modelling use of reasoning stems by staff who use this would help other teachers develop this further. • Non-negotiable statements need returning to and sharing with all staff and parents. Support for parents is needed to enable them to support their children – actions carried over from this year. • Embed the use of mental strategies to improve fluency, number facts especially tables knowledge / recall – raise profile of TTRockstars • Highlight use of concrete representations across the school – building models and images – ensuring that children in every class have easy access to manipulatives YR - Y6 Need core resources [manipulatives] in every class. • Embed the use of summative and formative assessment across the school to identify strengths, weaknesses and priorities for groups. • Once able, maths coordinator commence with the <i>maths hub</i> scheme to further enhance our mastery approach to teaching mathematics. <p style="text-align: right;">Action Plan</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and Management</p>	<p>Strengthen subject leadership and ensure subject policies align closely to the whole school curriculum vision. (L&M)</p> <p>Strengthen cluster working.</p>	<ul style="list-style-type: none"> • Enabling subject leaders to fulfil their roles in curriculum development through the use of directed time • Identify the training needs of subject leaders • Enable subject leaders to join appropriate subject bodies • Allow staff meeting time for subject leaders to disseminate information and training • Use school improvement partner (SIP) time to conduct deep-dive sessions in relevant subject areas • Embed the use of a new tracking system into school to identify those children behind expected progress and those vulnerable to being behind expected progress <ul style="list-style-type: none"> • Develop opportunities to work collaboratively with peers from other schools • Identify joint INSET opportunities • Utilise extended SIP time allocated for 2021-2022 <p style="text-align: right;">Action Plan</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Behaviours and Attitudes SEND</p>	<p>Support children with SEND and from disadvantaged backgrounds (QofE, L&M, PD)</p>	<ul style="list-style-type: none"> • Review provision for SEND pupils (EHCP/GRIP/TAPS/IEPs) • Focus the use of teaching assistants across the school upon the needs of our SEN and vulnerable pupils. • Ensure appropriate CPD for SEN support staff (Autism outreach, first aid, online safety, local courses) • Target disadvantaged pupils through Forest Schools provision. • SEND lead to support M.Simmons in developing the role of KS1 SEN lead <p style="text-align: right;">Action Plan</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Behaviours and Attitudes Safeguarding</p>	<p>Continue to secure a culture of safeguarding throughout the school (L&M, PD)</p> <p>Develop the new nurture provision</p>	<ul style="list-style-type: none"> • Complete safeguarding audit • Ensure a mental health focus for the first term of returning to school. • Re-promote Safety Bear as a means for pupils to bring issues to adults. • Engage with online safety projects (i-vengers) • Embed the new RSE programme of study. • Ensure new staff follow safeguarding induction programme <ul style="list-style-type: none"> • Complete the building work for the new nurture room • Train another support staff member in the delivery of positive play <p style="text-align: right;">Action Plan</p>

Personal development	<p>Embed our new RSE Curriculum to support the health, wellbeing and understanding of relationships</p> <p>Reinvigorate and develop further community links by offering children extended learning opportunities</p> <p>Ensure a culture of safeguarding is maintained</p>	<ul style="list-style-type: none"> • Children are knowledgeable about how to look after themselves both physically and mentally • Children build healthy relationships • Pupils' are able to talk confidently about their work and how they are able to problem solve. • Children remain safe at school. • Pupil Premium attendance is maintained • The school's core values are embedded throughout the school. <ul style="list-style-type: none"> • Embed wider curricular opportunities in French, Music and Forest Schools • Cultural capital is built through opportunities extending into the wider community • Return to pre-Covid levels of after school activity sessions <ul style="list-style-type: none"> • Ensure staff are up to date on training • Promote online safety to pupils through the i-avengers scheme • Promote online safety to parents through a workshop <p style="text-align: right;">Action Plan</p>
Early Years	<p>Adopt the new EYFS National Curriculum</p>	<ul style="list-style-type: none"> • Ensure the new framework is fully introduced so the curriculum is coherently planned and accurately assessed. Support parents/carers to understand the Early Learning Goals and ensure that they know how to support their child effectively. • Ensure that children transition into Reception and feel safe and secure. To ensure that children have a successful transition from to Year 1. • Ensure children acquire a wide vocabulary and can communicate effectively in a range of contexts. <p style="text-align: right;">Action Plan</p>
Buildings	<p>Maintain and develop the school buildings and wider site</p>	<ul style="list-style-type: none"> • Complete nurture room • Purchase new doors for terrapin buildings and nurture room • Install new curtains in the hall • Make safe flooring in the kitchen area • Secure funding for the new clock • Develop a plan ready for the new financial year <p style="text-align: right;">Action Plan</p>

2021 – 2022

LITTLE EATON PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

ACTION PLANS-REVIEW

2021-2022 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION CURRICULUM

Leader[s]: Paul Schumann

Governor[s]: T&L Committee

Success Criteria & Benchmarks	<ul style="list-style-type: none"> The intent of the school's curriculum statement on the school website better reflects the vision of the school. Pupils achieve well at the school; Outcomes demonstrate improvement in all areas, for all pupils and groups of pupils, across the school from prior assessments (inc. end of previous key stage). Catch up & interventions demonstrate a <i>good</i> impact on outcomes. As a result of a coherently planned and carefully sequenced curriculum, which utilises AfL and other assessment information, work given to pupils is demanding and they demonstrate the resilience to live up to the expectations given to them. The curriculum is carefully designed to enrich pupils' learning experiences and to help them remember what they have been taught. Consequently, there is good evidence of strong progression across all non-core curriculum areas and examples of increased exemplary practice in subjects across the wider curriculum with pupils' work of consistently high quality. Teachers' strong subject knowledge, awareness of curriculum vision/intent and skilled pedagogical understanding results in a consistently effective (with increased examples of highly effective) quality of teaching and learning in all classes across the school 					
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Review our curriculum intent, implementation and impact	Review our curriculum intent in light of our aims and values	PS	SLT time	Aut 1	GB	SIP review with Jayne Whirledge 13.12.21 S
	Review our curriculum intent for each subject area to reflect light of our aims and values	PS KG		Jan, March, June	All subject leaders to monitor subject to match intent with SLT	KG standardised across majority of subject areas. KG and PS ratified format 21.12.21
	Review our KS1-2 curriculum to ensure that there is clear planning for progression from year to year	SLT	SLT time	Aut 2	GB- Active monitoring visits SIP Deep-dive	DCC subject lead training. In-School curriculum staff training 14.1.22 Subject lead review 7.3.22
	Review and develop assessment of progress in all subjects and the way this is used to inform future planning	Tch Staff	Coordinator time	Spr 1	GB- Active monitoring visits Book trawl	In-School curriculum staff training 14.1.22 Subject Leader Training TT education 15.2.22
	Implement new ICT curriculum across the school	PS	£300	Aut 2	Monitoring summary report	22.10.21 Teach Computing training. To be followed up with new/trained subject lead Spr 1
	Enable curriculum leaders to fulfil their roles more effectively	PS	Coordinator time / Supply costs	Ongoing	Staff meeting feedback Summary reports Policies, action plans	Held back slightly due to the return of bubbles. MSR 12.12.21 Staff given time to work on subjects Maths Deep Dive with SIP 16.2.22
	Ensure that subject policies match the school's curriculum intent	SLT	SLT time	Aut 1	SIP visit	10.12.21 KG standardise 13.12.21 SIP to scrutinise 21.12.21 PS to agree format

	Extend the provision of French specialist tuition across KS2	PS	£4000	Aut 1	Report to GB	French now taught in Years 3-6 by specialist French teachers.
Prioritise the needs of vulnerable learners including disadvantaged pupils.	Children identified in teacher handover and support methods/interventions identified	Tch staff	Inset time	Sum 2 2021	Records of meeting	Last inset of last academic year used to ensure teachers able to work on children's needs immediately.
	Pupils targeted during appraisal and pupil progress meetings	SLT	SLT time	A, S, S1	Records of meeting	PM notes (Sept/Oct 2021) Pupil Progress meeting notes
	English – whole school prioritizes areas of learning for each year group to be taught following whole school writing unit at the beginning term 1	KG	SLT time	Aut 1	Book trawl Staff meeting minutes	Internal moderation and cluster moderation Jan 2021 In house moderation June 2022 External Year 6 moderation June 2022
	Year 1-2 to revise key phonics steps as required	KG	SLT time	A, S, S1	Learning walks Phonics results	Year 2 Autumn Phonics results very strong
	Booster teacher identified and employed for KS1 and KS2 vulnerable pupils, including pupil premium.	PS	£ 10000	Aut 1	GB review PP data	MR and DT employed throughout the year
	Complete the building of the new nurture room	PS	£4000	Aut 1	GB visits	Building works complete Sep 2021 Resources purchased Spring-Summer

2021-2022 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION ENGLISH

Leader[s]: Karen Gardiner

Governor[s]: Georgina Kershaw / Andrea Parkin

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
<p>Reading Continue to raise standards in reading. Promote reading for pleasure and enjoyment Ensure the teaching of phonics is consistent and effective in EYFS&Y1 Develop the use of summative and formative assessment to support the tracking of vulnerable children/groups</p>	<p>Review Class reading established in Autumn 2018 and re-establish half termly reading newsletter for parents. Begin to create core reading spine for each year group.</p>	KG	SM	September 2021	HT	Core reading spine created Aut 21 Shared with staff and Parents– Summer 22
	<p>Develop use of standardised assessment in KS2 to identify strengths, weaknesses and priorities for groups. Y2 – KS1 SATS papers, Y3-5 Testbase (Aut + Sum), Y6 – KS2 SATS papers. Analysis of papers to provide information about areas of strength/weakness to allow planning adjustments.</p>	KG	£700 Leadership Time	December 2021	Report to GB	NFER Y3-Y5 carried out Y6 – 2017 SATs paper completed Papers used Summer 2022
	<p>KS1 Purchase new decodable books (Pearson Bug) for Year 2 to support phonic learning and ensure consistency from Rec.</p>	KG/ET	£1000	October 2021	HT	Completed – Aut 21
	<p>Library Purchase new non-fiction x-curriculum books to support wider curriculum</p>	KG	£1000	October 2021	HT	Donations received May 22
	<p>Phonics – review organisation and consistency of delivery in Reception / Year 1 (Consolidate from previous year)</p>	KG/DT/MS	SM	December 2021	Report to GB	Phonics scheme adopted by all KS1 staff and as intervention in Y3. Lesson Obs. – Rec (Nov) successfully implemented
	<p>Assess and evaluate phonic need in Y2 class prior to phonic screening Aut 2020. Establish teaching sequence and groups as required. Introduce delivery of spellings in LKS2 based on grapheme representation and sound association</p>	KG/ET KG/JAD/LW	Meeting Meeting £40	September 2021 September Review: December 21	GB active monitoring	Y1 77% pass June 22 Introduced Sept 21. Some adaptation needed for Y3 cohort.

	<p>Reading progression document – Consolidate Vipers from Y2 upwards and consider progression in reading materials/skills across school.</p>				Report to GB GB active monitoring	Completed Aut 2.
	<p>Parental engagement in reading Parent support questions/ documents to be sent home as part of Autumn parent consultations</p>	KG / Class teachers		November 2021	HT GB active monitoring	October 21 May 22 See website
<p>Writing Continue to raise standards in writing, especially amongst boys</p> <p>Increase the proportion of children able to write at age expected levels or better</p> <p>Develop the use of summative and formative assessment to support the tracking of vulnerable children/groups</p>	<p>Talk4Writing – continued development:</p> <ul style="list-style-type: none"> • LTP review and further development to ensure consistency across school – range of genres and themes. (Consolidate) • Identify and consider opportunities for cross curricular writing. (writing for purpose) • Assessment of writing <ul style="list-style-type: none"> ○ review assessment criteria (Y1 and Y3-5) in line with T4W and end of KStage. ○ Identify, track and target set for unsuccessful writers [incl. boys] • Moderation of writing to establish consistency in judgements using the new assessment criteria. <ul style="list-style-type: none"> ○ Create a writing portfolio by genre and age to support teaching and illustrate standards. Use this to moderate expectations and secure agreement on Teacher Assessments 	<p>KG</p> <p>KG/Staff</p> <p>KG</p> <p>KG</p>	<p>SM</p> <p>SM</p> <p>Inset day 22.10.21</p> <p>Inset day 22.10.21</p>	<p>SM October</p> <p>Then half-termly</p>	<p>HT</p> <p>GB active monitoring</p> <p>Report to GB</p> <p>Cross school and cluster moderation</p>	<p>LTP established and reviewed Aut 1</p> <p>Links to wider curriculum as hook for English and application opportunities considered.</p> <ul style="list-style-type: none"> - Non-fiction good - LTP writing to be updated <p>Autumn moderation delayed (COVID)</p> <ul style="list-style-type: none"> - Spring cluster moderation planned Jan 22 - Progress meetings Jan 22 to target set unsuccessful writers. - Moderation Spring and June - LA moderation Y6 June
	<ul style="list-style-type: none"> • Develop use of short burst writing at different parts of the school – composition and effect, structure and organisation incl. grammar and punctuation, spelling and handwriting. Identify key features of writing at different ages. 	KG	KG course Nov '21	Followed up in staff meetings March'21	Learning Walk	<p>T4W course completed Dec 21</p> <p>Need to assimilate information to all staff</p>

	<ul style="list-style-type: none"> ○ Monitor and evaluate the use of 'everyday writing toolkit' ○ Adapt planning based on baseline writing and needs of children ○ Use of video clips and images to support ideas and build stamina for writing 					Everyday toolkit established and book inlays included. Governor active monitoring sessions x 2
	<ul style="list-style-type: none"> • Handwriting – ensure clear guidance for teaching of handwriting and ensure that this is consistently implemented across the school 	KG	Inset day 22.10.21	October 2021	Book trawl	Not done in Autumn term
	<ul style="list-style-type: none"> • Writing engagement <ul style="list-style-type: none"> ○ Consider and utilise opportunities to write freely and creatively in class. ○ Author visit to engage children in writing process 	KG	£500 (PTA funded)	Spring Term	Learning Walk	Author visit provisionally sought for Sum 1 2022 (Carol Hart)

2021-2022 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION **MATHS**

Leader[s]: Dominique Theobald

Governor[s]: Rachel Whatley & Ed Richardson

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
<p>Maths</p> <p>Continue to raise standards in maths, particularly:</p> <ul style="list-style-type: none"> Mental strategies to build fluency Developing models and images to support calculation 	<ul style="list-style-type: none"> Embed the modelled use of reasoning stems by staff to help other teachers develop this further. 	DT & class teachers	SM	November 2021	SM records	All classes have the stems in their rooms. Children are aware of them and use them in the lessons.
<p>Enabling parents to support their children with maths</p>	<ul style="list-style-type: none"> Review non negotiable statements . Use within planning and assessment Provide support for parents to enable them to support their children <ul style="list-style-type: none"> maths newsletters parent workshops & materials for home-use <p>Resources TBC after Maths Masterclass</p>	DT DT & class teachers	SM Inset Funding for home packs	February 2022 February 2022	SM records Uptake from parents Report to GB	<p>Non negotiables to be reviewed to see if they are still fit for purpose and the effectiveness of them</p> <p>Parent workshop supported by parent masterclass was not appropriate for our parents</p>
<p>Enabling parents to support their children with maths</p>	<ul style="list-style-type: none"> Identify key mental strategies to improve fluency, number facts especially tables knowledge / recall Raise profile of TTRockstars 	DT	SM	Feb/March 2022	SM records	Year 1 had access to Numbots all year Reception set up with the Numbots in the Summer term.
<p>Develop the use of summative and formative assessment to support the</p>	<ul style="list-style-type: none"> Work with staff to develop a termly assessment procedure 	DT & Class teachers	Inset	February 2022	Moderation outcomes	Year 1- NFER test Year 3,4,5- test base- give a pupil profile to be passed on to the next teacher

tracking of vulnerable children/groups	<ul style="list-style-type: none"> Utilise i-Track to support teacher assessment and identification of vulnerable pupils 					
Begin working as a maths hub school	<ul style="list-style-type: none"> Attend Maths hub training and develop a school action plan with Hub lead 	DT & KT	Management time Supply costs	November 2021	SLT	Left the maths hub due to maternity leave. Applied to join for September 2022

2021-2022 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR LEADERSHIP AND MANAGEMENT

Leader[s]: Paul Schumann

Governor[s]: Rebecca Knowlson & Carolyn Burke

Success Criteria & Benchmarks	<ul style="list-style-type: none"> Leaders are united by a common purpose of improvement and share a clear and ambitious vision for the school which is realised through strong shared values, policies and practice (inc. effective school improvement processes). Leaders have joined appropriate professional bodies Deep-dive sessions have taken place with subject leaders Leaders focus relentlessly on improving the quality of education and demonstrate effective skills and experience in order to ensure a consistently strong quality of curriculum provision, teaching & learning delivery & assessment related outcomes. Leaders ensure that staff receive focused and highly effective professional development. All governors are robust and rigorous in ensuring a strategic and sustained approach to school improvement by holding leaders to account for the quality of education. <p>The school works closely and collaboratively with other cluster schools.</p>					
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Develop cluster working across the Ecclesbourne catchment	Call a meeting of primary school heads to explore opportunities	PS	As they present	Aut 1	Report to GB	After 2 initial HT meetings, dates have been set for a cluster writing moderation (24.1.22) and a middle leader training session (15.2.22). Time also planned to formalise the collaboration (10.3.22) Meeting booked for 30.6.22 to establish timetable for the following year. Chair of Gobs to meet at HT conference 1.7.22
	Develop opportunities to work collaboratively with peers from other schools	PS		Aut 2	Report to GB	
	Utilise expertise and opportunities available with the Belper cluster	PS		Aut onwards	Report to GB	
	Identify joint INSET opportunities	PS		Aut onwards	Report to GB	
Headteacher / Deputy Headteacher roles and responsibilities	Clarify roles of HT/DH and other leaders	HT	SM	Aut 1	Report to GB	DHT to take on ET as KS1 English coordinator to free up DHT to have more time to oversee the whole curriculum. Two new SEN coordinators appointed after Miss Walters leaving the school in December 2021.

<p>Strengthen subject leadership and ensure subject policies align closely to the whole school curriculum vision. (L&M)</p> <p>Enable curriculum leaders to fulfil their roles more effectively</p>	Subject leaders create action plans for designated subject areas	All staff		Aut 1	SLT GB meetings Appraisal records	Complete
	Staff attend appropriate subject leader training and updates	All staff	Supply costs Course fees	Ongoing	CPD records	4.5.21 DCC generic subject leader training In house staff training 17.1.22 Middle leader training (TT Education) 15.2.22
	Staff monitor subject areas	All staff	Staff meeting time Supply costs	Ongoing	SLT review GB meetings Appraisal records CPD records	13.12.21 Monitoring summary report Subject Leader book scrutiny 31.1.22 & 16.5.22 Subject reviews 7.3.22
	Share newly written subject policies and action plan with staff members	All staff	Staff meeting time	Aut-Spr	SM file	Spring staff meeting
	SLT to provide a cycle of subject leader development time to enable staff to fulfil responsibilities	PS		Spr 1	Report to GB CPD calendar	Ad hoc 2022/23 more formal
	Subject leaders to complete deep-dive into subject areas with link advisor	JW	½ day each area	Spr 2	SIP records	Maths Spr 1 Science Sum 1 Geography Sum 2
	Ensure that LTP show coverage of NC content in every subject – use the NC programme of study to ensure that there is continuity / progression from topic to topic – stage to stage	All staff	Subject leader time	Sum 1	SLT review	Sum 1 MSR 31.1.22 16.5.22
	MT Plans for each subject address WHAT is to be taught at each point [key content] and HOW it is to be done [skills development]	All staff	Subject leader time	Sum 1	SLT review	KG has worked with each Class to ensure MT plan in place
Subject leaders to develop progression plans across the school in each subject	All staff	Subject leader time	Sum 1	SM file	Complete	

	Subject leaders create sample activities to build an understanding of standards within each subject	All staff	Subject leader time	Sum 1	Subject leader file	
Governors individual responsibilities	<ul style="list-style-type: none"> • Governors meet with leaders <ul style="list-style-type: none"> ○ to discuss action plans ○ to review progress against Action Plans ○ English / Maths / SENCO meet with T&L 	Govs / SL Govs / SL T&L sub/comm	1hr 2 x 1hr 3 x 1hr	Spr1 Sum1 Spr1/2/Sum1	Monitoring summary reports	Active monitoring has taken place – see MSR
Develop the use of governors for active monitoring within the school	<ul style="list-style-type: none"> • HT and Governors identify key areas to monitor • PS and SIP work with Governors in the active monitoring phase 	PS SIP Govs		Spr 1 onwards	GB minutes	<p>Dates booked in Jan 2022 for active monitoring sessions:</p> <ul style="list-style-type: none"> • English • Vulnerable and disadvantaged

2021-2022 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR BEHAVIOUR AND ATTITUDES

Leader[s]: Paul Schumann / Karen Gardiner

Governor[s]: T&L Committee

Success Criteria & Benchmarks	<ul style="list-style-type: none"> • Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated, persistent in the face of difficulties and take a pride in their achievements. • All stakeholders create a positive environment where pupils behave with consistently high levels of respect for others, commonalities and differences are identified, valued celebrated and nurtured. • Pupils make a highly positive, tangible contribution to the life of the school. • Pupils have high attendance and come to school, sustaining any previous improvements. There is evidence of swift and effective action taken, for pupils or groups of pupils, when this is not the case 					
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Embed RE curriculum	<ul style="list-style-type: none"> • Links are made outside of Little Eaton with different cultures, faiths and contexts. • Learning opportunities outside the classroom are utilised across all classes. • New RE curriculum embedded across the school 	DT	£200 Supply costs Course costs	Spr 1	Reports to GB School trips Book scrutiny	Mr Hussan visit April 2022 Dates booked with the Derby Open Centre
To reintroduce activities that encourage responsibility, teamwork and shared vision for our pupils	<ul style="list-style-type: none"> • Reintroduce mini-leaders • Continue with the school council • Work towards Green Tree Award Platinum level • Enrol for Eco-School Silver Award • Begin i-venger online safety programme 	KT PS/JD EM/KL PS PS	£200 misc	Aut 1 Aut1 Aut1-2 Spr1 Aut 1	Pupils interviews GB active monitoring Awards completed	Aut 1 progress made against all areas. Aut 2 reduction due to bubbles – to reopen in Spr 1 School Council Working on Eco-School I-Venger certificate for Term 1 complete
Children are exposed to and develop strategies to keep themselves mentally healthy	<ul style="list-style-type: none"> • Peer 2 Peer is developed. • Helping Hooves is utilised for wellbeing. • A PSHE programme of study is audited and developed as part of RSE programme. 	PS/HH	£500 Training and resources	Aut 1 Ongoing	SLT Book scrutiny	Helping Hooves programme started June 22 (4 weeks)
Pupil Premium attendance is maintained	<ul style="list-style-type: none"> • Reject any holiday requests that are not in line with the Duffield/Belper Cluster Collaboration model. • Ensure that positive dialogue is maintained with the parents to ensure that they fully understand the 	PS		Ongoing	Report to GB DCC summer review Attendance records at afterschool and holiday club	Reduced cost holiday clubs provided – Easter, Summer Days over 2 away classed as unauthorised

	<p>detrimental impact of taking their children out of school</p> <ul style="list-style-type: none"> Offer reduced cost/free access to holiday club and extra-curricular activities 					
<p>The school's core values are embedded throughout the school.</p>	<ul style="list-style-type: none"> Core values to be shared with staff, pupils and governors at the start of the school year. Posters are displayed in each class and referred to in lessons and discussions. Special mentions reflect achievements against core values. Newsletters reflect the school's achievements against the values and strap-line. 	PS/Staff	SM	Aut 1 Onwards	<p>Staff meeting records</p> <p>Displays around school</p> <p>Assembly records</p> <p>Newsletter trawl</p>	<p>Values shared with:</p> <p>Pupils January 22</p> <p>Staff January 22</p> <p>Governors January 22</p>

2021-2022 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR PERSONAL DEVELOPMENT SEND/DISADVANTAGE 2021/2022

Leader[s]: Rosanna Walters

Governor[s]: Emma Vanter

Success Criteria & Benchmarks	<ul style="list-style-type: none"> • Opportunities provided by the school are consistently well attended and these particularly benefit those eligible for pupil premium. • The school develops effective practice so that equality of opportunity and diversity is embedded across all aspects of school. • Staff are appropriately trained to meet the needs of pupils 					
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Develop means of identifying and tracking achievement of children with SEND support [IEP]	Carry out 1:1 pupil interviews and book scrutinies	RW	Twice a year	Spring 22 Summer 22	Learning walk 2.12.21 with SEN governor	Learning walk and informal pupil interviews rescheduled from Nov/Dec to January – with SEN governor
	Monitor support for children identified as 'catch up' children through termly waves	RW	Termly reviews	Autumn 21 Spring 22 Summer 22	Planning meeting with Ed Psych (20.09.21)	Waves completed and all IEPs written Oct 2021 Staff informed of Jan deadline for SPRING 21 Waves/IEPs
	Regular dialogue with staff [incl. TA] to assess progress against IEP targets.	RW	Termly reviews	Autumn 21 Spring 22 Summer 22	Dates are set and on calendar	Waves completed and all IEPs written Oct 2021 Meetings: MS with CG for RW with KT for RW with JAD for
EHCP / High Need Manage provision for children with EHCP and/or high needs	Manage and review statutory assessments for 4 children with 2 local authorities.	RW		Ongoing reviews	NB GRIP review and transfer to EHCP (13.09.21) ER EHCP review (18.10.21) HW emergency EHCP review (15.11.21) DJ EHCP review (11.07.21)	-Refer X to Autism Outreach (speak to Lena 18.10.21) - Child In Need, Transition meetings for X – personalised timetables each week starting 04.10.21
	Review appropriate provision to support the needs of children with EHCPs.	RW/JAD /EG/CG /JA	Potential costs TA £17.20 ph Money for equipment and	Autumn 21 Spring 22 Summer 22		ILP work

	Meetings/communications with class teachers and teaching assistants who work closely with the children		resources in classrooms.			
CPD	Whole staff training based on need of children/knowledge of staff, especially TAs working closely with children Ed Psych/Autism Outreach to deliver staff meetings when allowed in schools.	BSS/Ed Psych/Autism Outreach training	1.5 hours of silver package for Ed Psych	Spring 22 – staff questionnaire Summer 22	Regulation for Learning Training for TAs (2.09.21 – BSS)	Autism Outreach to complete sensory processing training - tbc
	High Needs support from SSEN specialist teacher for TA working 1:1 on EHCP/IEP	EM EG	SSEN – Rachel Wiggins - £48 ph (two hours a week)	Ongoing		SSEN – X – meetings with class teachers JAD/EG/RW and with CG SSEN meeting about school focus 11.10.21
	Staff training relevant to EHCP/IEP/school need. Explore the development SEMH within school e.g. identiplay, lego therapy, social stories *wait for in-person courses to reopen*	HH EG EM	BSS	By Summer 22	Regulation for Learning Training for TAs (2.09.21 – BSS)	Lego therapy training April 22
Establish and resource new nurture room	Complete refurbishment Purchase resources Develop timetable for use	RW HH MS		Autumn 21		-Items selected and given to Julie 11.10.21

2021-2022 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR PERSONAL DEVELOPMENT SAFEGUARDING

Leader[s]: Paul Schumann / Karen Gardiner

Governor[s]: Carolyn Burke & Lee Drew

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Success Criteria & Benchmarks	<ul style="list-style-type: none"> The school consistently promotes the extensive personal development of its pupils by going beyond what is expected, to ensure pupils have access to a wide and rich set of experiences, which develop their range of talents and interests, and are of exceptional quality. The curriculum is coherently and carefully planned to provide rich experiences which strengthen the school's provision for its pupils. Children know how to keep themselves safe. Community links are re-established. Safeguarding is robust and the school's culture of vigilance is maintained 					
Audit current provision to ensure a culture of safeguarding throughout the school.	<p>Complete Sc175 Safeguarding Audit.</p> <p>Submit to DCC</p> <ul style="list-style-type: none"> Safeguarding audit to be carried out to identify priorities for safeguarding action plan. <p>New Guidance from Derbyshire Safeguarding Manager is adopted.</p>	PS/KG	£200	Submit Aut1 Governors Aut2	Report to GB Report to DCC child protection manager	
Information is given to supply staff and other visitors	Consider information which should be given to supply teachers and to other visitors. Content, presentation, means of supply	PS/KG	1xpm	Aut1	HT	Visitor safeguarding leaflet given out to visitors/supply/students
Investigate children's views about safety and feeling safe in school Provide information for children and parents	<p>Pupils to begin latest LEA cyber programme</p> <p>Create printable and online info for parents and children regarding online safety</p> <p>Employ DARE team to work with</p> <p>Parents workshop around online safety delivered (T.Goode)</p>	TW PS/KG PS/KG PS	SM 1xpm 1XEvening (£450)	Aut2 Oct 2021 Aut2 Oct 2021 Aut2 Nov 2021 Aut 2 Oct 2021	Reports to GB	<p>Y5 & Y6 I-vengers recruited and up to date with tasks</p> <p>See website</p> <p>Delivered to 36 parents and staff</p>
Review Policies	<p>Selection and Recruitment</p> <p>Intimate Care and Personal Care</p> <p>External speakers and contributors [consider policy or RA]</p> <p>Child Protection</p> <p>Behaviour</p> <p>Anti-Bullying</p>	PS/KG - Govs		Aut1 – Sum 2	GB	All part of annual review cycle
Children are knowledgeable about how to look after	The curriculum for sex, health and relationships needs to be embedded to and reviewed	PS/KG with: Staff Govs	3 x SM	Spr 1 Spr 2	Pupil interviews Book and planning scrutiny	Not complete

<p>themselves both physically and mentally. Children build healthy relationships. Pupils' are able to talk confidently about their work and how they are able to problem solve.</p>						
<p>Consolidate the use of safety bear</p>	<p>Promote safety Bear within the school – teachers to use a class assembly as delivery and HT assemblies</p>	<p>PS with staff</p>	<p>1 x SM</p>	<p>Aut 1</p>	<p>HT</p>	<p>Repeat Spr 1 and Sum 1</p>
<p>Review teaching and communication of online safety</p>	<p>Coordinator to develop the TeachComputing new scheme of work</p>	<p>PS with staff</p>	<p>1 x SM</p>	<p>Aut 1</p>	<p>Report to GB</p>	<p>SR to take over subject area Spr 1</p>

2021-2022 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR EARLY YEARS

Leader[s]: Michelle Simmons

Governor[s]: Carolyn Burke / Natalie Hickman

Success Criteria & Benchmarks	<ul style="list-style-type: none"> High levels of ambition amongst staff, consistently rich & strong teaching & learning opportunities and a sharp focus on ensuring the foundations of learning are embedded, result in an exceptional learning environment (indoors and outdoors). The curriculum is ambitious; it is coherently planned and sequenced, building on what pupils know and can do, across EYFS and into KS1, demonstrating cumulatively sufficient knowledge and skills required for their future learning. 	<ul style="list-style-type: none"> Pupils are deeply engaged and sustain high levels of concentration, within all areas of learning/all aspects of provision, due to the careful planning and skilled interventions of practitioners within this phase of education Children are accessing the continuous provision and are progressing. Children are able to talk about their learning using a floor book. Staff will receive ongoing training and support as the year goes on. The percentage of pupils achieving a good level of development will be maintained 				
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
<p>Ensure the new framework is fully introduced so the curriculum is coherently planned and accurately assessed. Support parents/carers to understand the Early Learning Goals and ensure that they know how to support their child effectively.</p>	<ul style="list-style-type: none"> To ensure planning is reviewed and monitored as the year progresses. To use the RBA reception baseline. To provide ongoing training for adults that are working within the EYFS. To explain and provide an information sheet for parents at transition meeting. To have a parent's phonics presentation in September with Year 1 parents. 	MS	Termly Reviews.	Aut 2021 Spr 1	MS/PS Learning walks Planning scrutiny. Conversations with adults within the EYFS. CPD records.	<p>Planning has worked well. Chn have made good progress. Baseline went well. Communication with parents working well through handouts, Tapestry and school website.</p>
<p>Ensure that children transition into Reception and feel safe and secure. To ensure that children have a successful transition from to Year 1.</p>	<ul style="list-style-type: none"> To ensure that children feel safe and secure at school. To observe children using the Leuven scales for wellbeing. To ensure that the learning environment is a calm and inspiring learning environment. To ensure any gaps in learning are addressed and discussed with Year 1 teacher and parents. 	MS MS		Autumn 2021 Summer 2021	Report to GB	<p>Successful transition to reception. Chn were baselined and wellbeing checked by Leven Scales. Environment is working well and childrens independence showing.</p>
<p>Ensure children acquire a wide vocabulary and can communicate effectively in a range of contexts.</p>	<ul style="list-style-type: none"> To introduce a new word a day using a puppet. To use a vocabulary pyramid to ensure good understanding of new vocabulary. To ensure the learning environment is a language rich one. To ensure all staff are aware of vocabulary that we are aiming to teach via the planning wall. 	MS		Autumn 21 Spr 1 Aut 1 & 2	Learning walks Planning scrutiny. Conversations with adults within the EYFS.	<p>Puppets working well with high levels of child engagement. Staff are aware of vocab on planning wall</p>