

Stanton Harcourt CE Primary School School Development Plan Academic Year 2023-24

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| Draft plan of SDP 2023-24 for SLT / Governors | (July 23) |
| Final draft version of SDP 2023-24 for Staff | (Sept 23) |
| Final version of SDP 2023-24 for all stakeholders (including publication of summary on website) | (Sept 23) |
| 1 st mid-year RAG-rated review of SDP 2023-24 for SLT/Governors | (Dec 23) |
| 2 nd mid-year RAG-rated review of SDP 2023-24 for SLT/Governors | (March 24) |
| Final RAG-rated review of 2023-24 for SLT/Governors | (July 24) |

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SELF-EVALUATION: VISION AND SUMMARY

Stanton Harcourt CE Primary School is a small school serving the village of Stanton Harcourt. We are proud of our standing as a church school, putting ourselves at the centre of the village community and encouraging the children to see themselves as part of the world community. Our school strives for excellence in academic and pastoral provision. At Stanton we believe that every child should be valued, cared for and enabled to achieve their full potential in all areas.

Stanton Harcourt CE School was judged as a good School in October 2019. Our self-evaluation against the Ofsted criteria at the start of the academic year 2023/24 is that the school is currently:

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| Quality of Education | | Grade 2 |
| Behaviour | | Grade 2 |
| Personal Development | | Grade 2 |
| Leadership and Management | - | Grade 2 |
| Early Years Provision: Quality & Standards | - | Grade 2 |
| Overall Effectiveness | - | Grade 2 |

| Subject/Area of Responsibility | Lead | Subject/Area of Responsibility | Lead |
|---------------------------------------|------------------------------|---------------------------------------|----------------------|
| Assessment | Faye Tingley | Geography | Catherine Atherstone |
| SENCo and Behaviour | Ellie Pascoe | History | Catherine Atherstone |
| Curriculum | Ginny Bayliss & Faye Tingley | Languages | Ginny Bayliss |
| Pupil Premium | Ellie Pascoe | Computing | Lucy McKay |
| English | Lynsey Blackmore | Music | Faye Tingley |
| Mathematics | Catherine Atherstone | Art | Louise Hutchins |
| Science | Lynsey Blackmore | RE | Catherine Atherstone |
| PSHE (Jigsaw) | Ellie Pascoe | Design Technology | Lynsey Blackmore |
| PE | Louise Hutchins | Community Links | Faye Tingley |

Priority Area 1: To build on the Rosenshine Principles so that adaptive teaching strategies are fully planned and delivered in order for all learners to make progress across the curriculum.

Ofsted Area: Quality of Education

Expected outcomes and Success Criteria:

- Evidence within monitoring that all learners are making progress and accessing the curriculum.
- All teachers demonstrate a good understanding of adaptive teaching across all subject area.

Lead: Ellie Pascoe and Ginny Bayliss

Gov Link: Jenny Faulkner

| Action | Monitoring | Timescale | Resource requirements |
|---|---|-------------|--|
| <ul style="list-style-type: none"> • Develop a greater understanding of staff's knowledge of key SEND needs within the school to aid them with their provision both in class and as subject leads. • Ongoing CPD for all staff to support the embedding of Rosenshine's principles to ensure Quality First Teaching is present within all subjects. | <p>Staff to undertake training and are regularly reviewed throughout the year in meetings. All staff to demonstrate adaptive teaching in their lessons.</p> | Ongoing | CPD meetings |
| <ul style="list-style-type: none"> • Develop a greater understanding of staff's knowledge of key SEND needs within the school to aid them with their provision both in class and as subject leads. • Ongoing CPD for all staff to support the embedding of Rosenshine's principles to ensure Quality First Teaching is present within all subjects. • Adaptive teaching to be a focus for the Leadership team on ensuring inclusive classroom practice throughout all lessons. | Learning walks to consistently show strategies in place to support SEND pupils. | Ongoing | CPD meetings Release time for subject leaders SENDCo time Termly monitoring |
| <ul style="list-style-type: none"> • SENDCo to work alongside subject leaders to enhance their subject handbooks containing strategies to support SEND learners in all subjects. • Subject leaders to further develop key skills, knowledge and ideas to ensure that a SEND child's learning journey is adapted throughout each lesson. | Half termly monitoring, linked up with SENDCo from Eynsham. | Half Termly | SENDCo time Half Termly monitoring |

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| <ul style="list-style-type: none"> Compare SEND books with non-SEND books to gain an overview of provision in place for SEND learners in all subjects. | Leaders to monitor inputs and independent learning to ensure the task design is scaffolded and differentiation is clear. | Ongoing | Termly monitoring Release time for teachers |
| <ul style="list-style-type: none"> Leaders to monitor specific areas of lessons to ensure SEND children are reaching their full potential in all subjects. Teachers observe lessons to see good practice and key strategies in place across the school in all subjects. Teachers to ensure that more able children are challenged throughout all lessons using star challenges and extension tasks | Evidence within monitoring that assistive technology is being used for some SEND learners. Learning walks to consistently show assistive technology being used to support SEND learners. | Ongoing | CPD meetings Purchasing of further technology |
| <ul style="list-style-type: none"> Teachers and TA's to receive CPD on the use of assistive technology within all subjects for identified SEND children. Teachers implement assistive technology for identified SEND pupils in all subjects. | Learning walks TA meetings and peer observations | Ongoing | CPD meetings |
| <ul style="list-style-type: none"> CPD training for class teachers and TA's to ensure they have a good subject knowledge of how to implement relevant strategies to support SEND learners during a teacher input. CPD to strengthen the quality of SEND interventions and raising staffs awareness of effective interventions within their classroom. | Evidence within monitoring that all learners are making progress and accessing the curriculum. | By Spring 24, all teachers to have been on a good practice visit. | Half a day release for all teachers and TAs. |
| <ul style="list-style-type: none"> Teachers and TA's to have good practice visits to other schools across the academy. Share videos of good practice across the schools showing adaptive teaching for all our learners. | Evidence within monitoring that all learners are making progress and accessing the curriculum. | By Spring 24, all teachers to have been on a good practice visit. | Half a day release for all teachers and TAs. |
| December 23 impact | | | |

Priority Area 2: To continue to enhance the English curriculum so that reading, Phonics and spelling are taught to the highest standard.

Ofsted Area: Quality of Education

Expected outcomes and Success Criteria:

- Phonics teaching consistent across early years and KS1 with fidelity to Rocket Phonics.
- Ensure KS2 teachers are consistently teaching the Rising Stars spelling sessions with a focus on embedding prior knowledge of spelling rules.
- All staff to receive regular CPD for Rocket Phonics and Rising Stars spelling.
- To ensure regular tracking and assessment of phonics progress (teacher assessment in lessons) is used to identify gaps, analysed and then used to inform next steps and planning.
- Promote a love of reading throughout the school.
- Embed the successful use of KS2 reading records and support children in selecting a range of age appropriate books.

Lead: Mrs Blackmore

Governor Link: Jane Eagle

| Action | Monitoring | Timescale | Resource requirements |
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| <p>All staff to be confidently teaching Rocket Phonics to daily in Early years and KS1, as prescribed by Rocket Phonics, to a high standard.</p> <p>Formative assessment to take place, throughout phonics sessions, with greater precision and impact.</p> <p>To track the bottom 20% of pupils and ensure accelerated progress is being made.</p> <p>To track the progress made during phonics screening and follow the children throughout their learning journey to catch up.</p> | <p>CPD training in September 2 x 2 hours</p> <p>Regular reviews throughout the year</p> <p>Learning walks to consistently show use of in the moment analysis of misconceptions, effective use of TAs, ensuring all children are keeping-up throughout the lesson or later in the day.</p> <p>Analysis of intervention timetables.</p> <p>Monitoring of Rocket Phonics assessment trackers.</p> | <p>September 2023</p> <p>Termly via English Lead monitoring</p> <p>June 2024</p> | <p>Rocket Phonics pupil practice books to be ordered.</p> <p>Rocket Phonics training to be booked and all staff given access to online platform for assessment purposes.</p> |
| <p>All classrooms to promote a love of reading through an inviting book corner, regularly updated and used by children.</p> <p>KS2 reading records to be analysed and monitored on a weekly basis by class teachers, this will aid teachers to identify a range of genres and age-appropriate books.</p> <p>Showcase reading in weekly Friday assembly and on the weekly newsletter with KS1/KS2 classes completing the most reading earning a reward</p> <p>All teachers to display reading achievement chart in classes to promote the love of reading</p> | <p>English leads to monitor classroom display and book corners on a termly basis.</p> <p>Mark books to be recorded weekly and totals used to inform parents.</p> <p>Class teachers to analyse types of books being read and guide to a wider range of genres.</p> <p>Teachers to display reading chart on noticeboard as in the Stanton Way</p> <p>Pupil voice to monitor pleasure for reading</p> | <p>Ongoing termly monitoring</p> <p>September and March</p> | |

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| <p>Create a reading spine for teachers to guide pupils on a range of genres accessed in specific year groups. Promote a pleasure for reading with allocated book buddies to meet at least once termly. Introduce use of Astro books in KS2 to promote acceleration in reading and support for bottom 20%</p> | <p>English leads to set up book buddies across the whole school to remain in place throughout the academic year</p> | | |
| <p>Teachers to use Rising Stars Spelling consistently in lessons, timetabled for a weekly session All teachers to use 'flashback' from prior spelling rules 2 x weekly during the 5 a day (SPAG on 3 others)</p> | <p>Drop in's for weekly spelling lessons and monitor English books for the weekly lesson and evidence in writing Drop ins during English input to check for flashbacks along pupil voice Teachers to be trained to use Spelling Shed and how to analyse homework</p> | | |
| <p>December 23 Impact:</p> | | | |

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| Priority 3: Early Years | | | |
| <ul style="list-style-type: none"> To enhance the Early Years provision to develop all children’s communication skills, physical development and independent skills | | | |
| OfSTED Area: Early Years Provision | | | |
| Expected outcomes and Success Criteria: | | | |
| <ul style="list-style-type: none"> To enhance outdoor learning provision to develop all children’s physical development and independent skills To ensure 80% finish Early Years with a GLD Adults facilitating high quality provision through the environment and high-quality conversations | | | |
| Lead: Ellie Pascoe | | Gov Link Rachel Carter | |
| Action | Monitoring | Timescale | Resource requirements |
| To enhance outdoor learning provision to develop all children’s physical development and independent skills <ul style="list-style-type: none"> Explicitly teach and model how to use areas of learning so that all children to develop independence Ensure all resources are well labelled to include picture and words to develop independent use of each area of learning Develop children’s gross motor skills in the outside area and support children in taking reasonable risks | Monitoring timetable to include Early Years consistently ensuring that purposeful activities are available for children. | Ongoing | Outdoor resources Tapestry – evidence Visiting other settings – time Labelling |
| To ensure 80% finish Early Years with a GLD Ensure weekly planning meeting meetings with all adults to discuss and identify children who are not meeting ARE. Ensure that all children keep up with focus learning and are on target to met GLD. | Progress of children is monitored closely (at least half termly) to ensure that adequate progress is being made by children. | Ongoing | Weekly meetings Pupil progress meetings Tapestry – evidence |
| To facilitate high quality provision through the environment and high-quality conversations <ul style="list-style-type: none"> Ensure adults identify and challenge children to develop their next steps of learning. Develop adults confidence in quality interactions and encourage language development. Modelling of higher-level vocabulary through the use of high-quality texts so that children | CPD to be delivered by EP to staff to ensure that interactions with children are purposeful and support children to make good levels of development. | Ongoing | Observations Training Planning |

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| independently use these in their everyday interactions. | | | |
| <p>To encourage opportunities for writing and reading throughout the learning environment</p> <ul style="list-style-type: none"> • Further imbed the phonic scheme Rocket Phonics and develop a set of letter formation rhymes that are used throughout Nursery, Reception and KS1 to support the children in their fine motor skills and letter formation. • Provide a range of exciting writing opportunities in the inside and outside area and a range of high-quality books. | Mrs. Blackmore and Mrs. Pascoe to collaboratively work together to ensure that writing and reading are of a high standard throughout the provision, including that during continuous provision. | Ongoing | Quality picture books Time – planning Further Rocket Phonic training |
| December 23 Impact: | | | |

| Priority 4: <ul style="list-style-type: none"> • For Subject Leaders to enhance the curriculum so that knowledge and skills are made more explicit and are revisited and embedded regularly. • To develop pupil conferencing so that Subject Leaders are able to fully understand standards, attainment and progress in their curriculum area. | | | |
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| OfSTED Area: Leadership and Management & Quality of Teaching | | | |
| Expected outcomes and Success Criteria: <ul style="list-style-type: none"> • Teachers are able to plan using the KCVs so that children are achieving the impact statements in Science and Foundation Subjects. • Children are being assessed against the impact statement and progression document • Subject Leads can make judgements about their curriculum area using pupil conferencing and their portfolio of evidence. | | | |
| Lead: Faye Tingley | Gov Link: | | |
| Action | Monitoring | Timescale | Resource requirements |
| Carry out a review of each subject area to ensure that the skills are mapped out according to the progression document | Review at end of autumn term to see impact and support SL in pupil conferencing in humanities and science Review at end of spring to see impact in RE, Art and DT Review at end of summer term impact in PE, computing, Music | History and Geography autumn 1 | One day planning with Humanities and Science Lead One day of Ofsted lead to work alongside Subject Leads |
| Adapt Learning objectives so that they align with the KCV statements. | Fortnightly monitoring to see the impact of CPD on how to write new Learning Objectives. | Introduce new way of planning at beginning of term. | INSET Day 1 to introduce new Learning Objectives Phase leads to support on a weekly basis to ensure teachers feel confident at planning new objectives. |
| Develop the Impact Statements on the KCV's so that Subject Leads can assess their area effectively | Development of assessment tools so that teachers can identify children who are working below ARE and at GD, | Develop system so teachers can make assessment at the end of each term. | INSET 2 to share how teachers are going to assess. |
| Develop a portfolio of exemplary work which is at Greater Depth so that teachers are able to effectively assess whether children are working at a Deeper level. | Time built into teacher mtgs for teachers to identify evidence in children's work which is showing children work at GD. | Moderation teacher mtg in Humanities at | Weekly strategic mtgs between GB, WR and Head of school at Stanton to develop system. |

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| | | end of autumn term. | |
| Subject Leads to carry out pupil conferencing to assess knowledge retention and overall attainment. | Subject leads to build in time during the year to test knowledge with pupils. | Begin in spring 24 | Subject lead release time |
| December 23 Impact: | | | |

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| Priority 5: | | | |
| <ul style="list-style-type: none"> To increase the attendance percentage of vulnerable learners so that they are in line with national average To decrease the Persistent Attendance figure across the school | | | |
| OfSTED Area: Behaviour and Attitudes | | | |
| Expected outcomes and Success Criteria: | | | |
| To increase the attendance percentage of vulnerable learners so that they are in line with national average | | | |
| July 23: | December 23: | March 24: | July 24: |
| SEND: 93% PPG: 91% | SEND: PPG: | SEND: PPG: | SEND: PPG: |
| To decrease the Persistent Attendance figure across the school: | | | |
| July 23: 20% | December 23: | March 24: | July 24: |
| Lead: Ginny Bayliss | Gov Link: | | |
| Action | Monitoring | Timescale | Resource requirements |
| HLTA to be trained in systems for tracking attendance across the school. HLTA to have time during the week to look at children who are absent from school and make necessary phone calls. | SLT to look at each week and discussed in fortnightly meetings. | Weekly | Time allocated for HLTA to update tracking system |
| HLTA to ensure letters are sent out each half term showing attendance figures so all parents are aware of their child's attendance. | SLT to look at children who need to have specific attendance letters sent out. | Half termly | Time allocated for HLTA to send out letters. |
| Meetings set up with parents and issues identified for attendance issues eg: Medical, EBSA Strengths and Needs forms completed or attendance contracts put in place. | HLTA to raise concerns to SLT or seek assistance for families that may need to work with SENCo. | Weekly | |
| All parents to be communicated about the Penalty Notice procedures. | Letter at the start of the new to all parents. Ensure that Attendance policy is in welcome pack for new parents. | September 23 | |
| Attendance to be communicated on a fortnightly in newsletters | SLT to ensure that office put in attendance items each fortnight including an update of class attendance | Fortnightly | |
| Class Reward/Peacock at certificate given to classes with the highest attendance. | | Weekly monitoring. | |

December 23 Impact:

Priority 6: To develop opportunities within the curriculum, collective worship and throughout school life for children to grow in their understanding of spirituality.

OfSTED Area: Personal Development

Expected outcomes and Success Criteria:

Teachers are confident at planning for opportunities for children to grow in their spiritual learning.

Children can verbalise the meaning of spirituality to them and how this links to the school vision. The curriculum and experiences allows for opportunities for awe and wonder.

Lead: Catherine Atherstone

Gov Link: Jane Watts

| Action | Monitoring | Timescale | Resource requirements |
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| To develop a spirituality policy which outlines opportunities for spiritual development. | Learning walks, observations and governor visits to identify evidence of spirituality. | Autumn Term 1 | |
| To produce a spiritual development progression document which outlines children's spiritual journey through the school. | Pupil conferencing to demonstrate children can articulate the meaning of spirituality to them. | Autumn Term 2 | |
| CPD for staff based on 'I wonder' moments and how to implement these in their lessons. | Learning walks. | INSET Day 1 Training | |
| To amend the behaviour policy so that it explicitly states how children are given time to reflect on their behaviour. | Check for use of behaviour script. | INSET Day 1 Training | |
| To ensure SMSC is evident on all KCVs throughout the curriculum. | Monitor curriculum docs for SMSC | By Spring 24 | |

December 23 Impact

Maths Action Plan: Sept 2023-July 2024

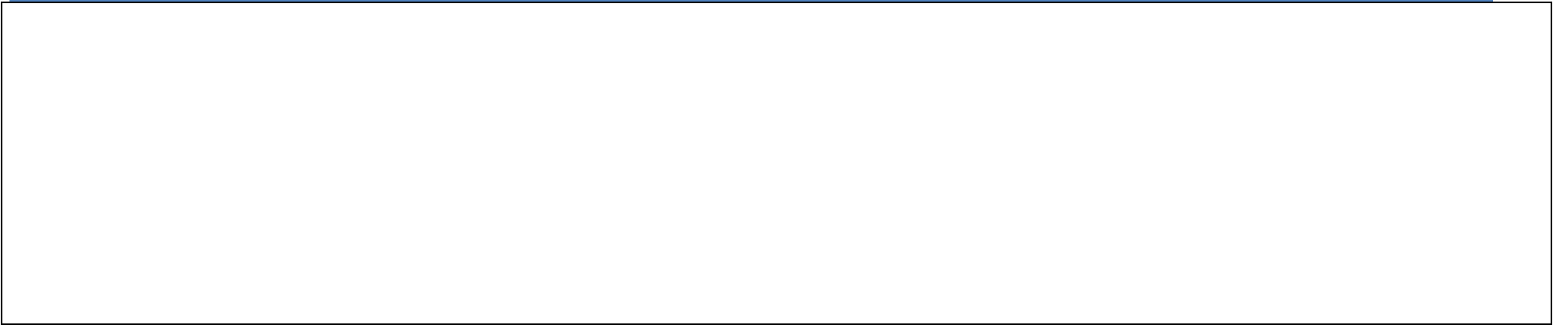
| Target and clarification of this target | Actions to be taken | Expected outcomes and impacts | Timescale | Resource requirements | In charge? |
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December 2023 Evaluation

Subject Action Plan: Art

| Priority Areas | Target and clarification of this target | Actions to be taken | Expected outcomes and impacts | Timescale | Resource requirements | In charge? |
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| 1 | | • | | | | |
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Subject Action Plan: Computing

| | Target and clarification of this target | Actions to be taken | Expected outcomes and impacts | Timescale | Resource requirements | In charge? |
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- Evaluation
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Subject Action Plan: Design Technology

| Priority Areas | Target and clarification of this target | Actions to be taken | Expected outcomes and impacts | Timescale | Resource requirements | In charge? |
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December 2022 review

Subject Action Plan: Geography

| Target and clarification of this target | Actions to be taken | Expected outcomes and impacts | Timescale | Resource requirements | In charge? |
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Subject Action Plan: History

| Target and clarification of this target | Actions to be taken | Expected outcomes and impacts | Timescale | Resource requirements | In charge? |
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December 2023 Evaluation



Subject Action Plan: Modern Foreign Languages.

| Target and clarification of this target | Actions to be taken | Expected outcomes and impacts | Timescale | Resource requirements | In charge? |
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Subject Action Plan: MFL

December 2022 Evaluation

Subject Action Plan: Music

| Target and clarification of this target | Actions to be taken | Expected outcomes and impacts | Timescale | Resource requirements | In charge? |
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December 23 Evaluation:

Subject Action Plan: PE

| Target and clarification of this target | Actions to be taken | Expected outcomes and impacts | Timescale | Resource requirements | In charge? |
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December 22 Evaluation:

Subject Action Plan: PSHE

| Target and clarification of this target | Actions to be taken | Expected outcomes and impacts | Timescale | Resource requirements | In charge? |
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Impact December 23



Subject Action Plan: Religious Education

| Target and clarification of this target | Actions to be taken | Expected outcomes and impacts | Timescale | Resource requirements | In charge? |
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December 23 Evaluation:

Subject Action Plan: Science

| Target and clarification of this target | Actions to be taken | Expected outcomes and impacts | Timescale | Resource requirements | In charge? |
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December 23 Evaluation: