



School Development Plan

2020 - 2021

Covid-19 Recovery Plan

All children will be returning to school full-time from September 2020. Many children from the school have not been in school for 6 months and have been accessing learning remotely.

Although staff have been in regular contact with the children during this period, the quality of the children's education has varied greatly and as a result many children will return to school with significant gaps in their learning. Many children have also not completed their previous stage of learning before moving on to their new classes.

During the Autumn Term the school has put in place a recovery curriculum aimed at addressing any needs that the children have. The school will be very responsive to children on their return and will adapt its plans as staff can ascertain where children are working within the curriculum.

The following measures will be put in place:

- Covid-19 Risk Assessment – shared with all staff and parents which details the measures in place to help keep Forest View 'Covid Secure'. This will be reviewed regularly.
- Recovery curriculum put in place – the initial focus will be on PSHE and pastoral support
- SDP priorities continued from 2019/20 and adapted to meet the new demands following the Covid-19 outbreak.

Home Learning Contingency Plan

- Contingency plans are in place in case of further lockdowns or extended school closures. This is based on the school's procedures during the Spring and Summer term 2020 when resources were posted to the school website, links made to online resources with the Oak Academy, BBC bitesize and paper-based resources were issued.

The school will also ensure that:

- the curriculum sequence for home learning allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations;
- tasks give access to high quality remote education resources;
- they have online tools that will be consistently used across the school in order to allow interaction, assessment and feedback (appropriate to age), and make sure staff are trained in their use;

- they provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;
- they recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so the school will work with families to deliver a broad and ambitious curriculum;
- staff set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
- staff set assignments that are planned and well-sequenced so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;
- staff provide frequent, clear explanations of new content through using high quality learning resources;
- staff gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work;
- teachers are able to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding; and
- teachers plan a programme that is of equivalent length to the core teaching pupils would receive in school including contact with teachers where appropriate.

The school will achieve this by:

- ensuring staff are familiar with the range of quality online resources which are supported by the Government such as the Oak Academy, BBC Bitesize
- creating tasks that are aligned to the national curriculum and differentiated for their year group;
- creating tasks that are matched to and follow on from learning that has taken place in school;
- ensuring that children are equipped with the correct resources which will enable all to access the full range of curriculum activities that have been sent to them;
- putting in clear lines of communication for parents to be able to contact their child's class teacher or other key school staff so that they can get support with their child's learning at home.
- Training all staff in the use of online meeting software such as Zoom and Microsoft Teams.

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The **School Development Plan** is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and Governors meet termly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through questionnaires and the school council. We want everyone to support us and help us improve and this can only happen if we are all involved.

Once we have agreed the priorities, the Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared with everyone.

There are Key Priorities for the plan. We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Professional development INSET days are an important part of this process. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff have undertaken training throughout the year in order to further their own professional development and to strengthen the subject expertise on the staff.

Our Vision

We are committed to ***improving the quality of the educational provision*** for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives. High quality education at Old Leake Primary School will be achieved by:

- positive, caring and clearly focused leadership from the senior leadership team
- the whole staff team working together to do its best for our children's confidence
- the whole staff team having high expectations of our children's social, behavioural and academic performance
- well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children
- creating stimulating and attractive learning environments in which our children can take a pride

- fostering a calm, secure and purposeful working atmosphere that nurtures a positive esteem and self-image in all our children
- promoting respect for other people and their property
- working in partnership with parents, governors and the local community to enrich opportunities for our children

We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will ***raise the children's standards of attainment***, enabling them to:

- develop their use of English and Maths which provide the foundation for all their other learning
- learn social skills that encourage agreeable interactions between their peers as well as adults
- treat everyone in an equal manner, irrespective of gender, race, class or disability
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life
- Learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all whom work in the school.

Ofsted Inspection January 2018 - **This school continues to be good**

	Ofsted Evaluation (Jan 2018)
Achievement (Now Outcomes)	2
Teaching and Learning (now called Teaching, Learning and Assessment)	2
Leadership and Management	2
Behaviour and Safety	2
Overall Effectiveness	2
Early Years	2

School Context

Old Leake Primary School is smaller than average-sized rural village Foundation School situated 8 miles north of Boston, the nearest town. The children are from a variety of backgrounds, including a number who live in isolated dwellings. There is a mixed range of housing including private and Local Authority. The vast majority of pupils are from a white British background though the number of Eastern European pupils is growing. The area suffers from rural deprivation (See IDACI)

26% of pupils are in receipt of free school meals or pupil and service premium which is higher than the national average. 18% of pupils are on the SEND register which is also higher than average. There are currently 22 pupils whose first language is not English (12.5%). We run a Breakfast and After-school Club on school premises, allowing us to offer parents the option of wrap-around child-care from 8am until 5pm.

School strengths and weaknesses as identified by our school self-evaluation

Strengths	Areas for development
<ul style="list-style-type: none"> • Behaviour is good. Pupils say they feel safe and can talk about how to stay safe outside school. • The strong leadership of the school ensures that pupils' progress is regularly checked. • The Head teacher and senior leaders have a clear understanding of how they can continue to improve the school and raise standards. • Governors regularly visit the school and ask challenging questions to check how well the senior leaders are doing. • High quality music teaching • The spiritual, moral, social and cultural education of pupils is strength of the school and underpins all it does. • Transition arrangements into, within and from the school are strong • The over whelming majority of parents believe the school is friendly and caring and that their children are well supported • The school is well resourced • High quality targeted intervention • Excellent team work • Variety of extra-curricular activities • Communication with parents • Attendance –overall absence below the national average for schools with a similar level of deprivation 	<ul style="list-style-type: none"> Quality of teaching and learning Progress and attainment in Reading in KS2 Consistency in the teaching of phonics Writing progress Attainment in the Early Years Exclusion rate Parental engagement/ Low aspiration in the community Curriculum development

Priorities - In order to address the areas highlighted above, our main priorities for improvement in 2019 to 2020 are :

SDP Priority 1: To ensure that teaching and learning is at least consistently good across the school

SDP Priority 2: To raise standards of attainment in Reading for all pupils

SDP Priority 3: To refine a new curriculum and upskill subject leaders

SDP Priority 4: To promote active and healthy lifestyles

Priority 1	SDP Priority 1: To ensure that teaching and learning is at least consistently good across the school
ACTIONS	<ul style="list-style-type: none"> • Plan/improve the opportunities provided for teachers to develop their professional practice – improve teacher effectiveness and impact • Provide peer learning/observation opportunities • Review effectiveness and deployment of support staff • Ensure there is always an exciting and clear purpose and context for learning • Ensure our observation model supports strategic aim of improving teaching and learning- raise the proportion of outstanding teaching • Establish consistent non negotiables for the quality of teaching throughout the school – staff to establish the features of good/outstanding and produce a checklist • Ensure that feedback from drop-ins is used to further inform support and training, driving higher expectations • Ensure quality induction, support and monitoring of NQTS • Termly forensic analysis of data , lesson observations and work scrutinise are used to support good teaching and learning • Provide opportunities for staff to see good practice at other schools <p>Provide high quality teaching of an inclusive, creative curriculum that meets the needs of all pupils and the holistic well-being of the child. Characterised by:</p> <ul style="list-style-type: none"> - Highly focused lesson design with sharp objectives; - High demands of pupil involvement and engagement with their learning; - High levels of interaction for all pupils; - Appropriate use of teacher questioning, modelling and explaining; - An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups; - An expectation that pupils will accept responsibility for their own learning and work independently; - Regular use of encouragement and authentic praise to engage and motivate pupils. - Have high expectations and strive to achieve high standards in relation to pupils’ age and ability. - Develop an active partnership with parents and the local community. - Provide a high quality learning environment that is safe, stimulating and attractive. - Develop the knowledge and skills of all staff through a rigorous approach to continuous professional development. Ensure the

	<p>school's resources are used efficiently and effectively to maximise learning.</p> <ul style="list-style-type: none"> - Encourage all pupils to become reflective, independent thinkers, who take responsibility, show initiative and develop self-discipline, along with an ability to work co-operatively with others. - Develop a team ethos which encourages all staff and pupils to show care, consideration and respect for others. • Develop self-esteem, self-belief and resilience in all children, young people and their families. • Closing the gap between vulnerable groups and children living in disadvantaged communities.
Success criteria	<ul style="list-style-type: none"> • Progress rates and attainment across the whole school, in reading, writing and maths, have increased when compared with 2019/20: <ul style="list-style-type: none"> ○ Attainment: 60% TO 80% of pupils in-line with or above National Expectation (cohorts and subjects) ○ Progress: all cohorts make progress within the satisfactory to good range, with an increase in the number making good progress (Spring 2019 – summer 2020 – standardised scores) ○ Vulnerable groups: progress is in line with whole school expectations (6 points) ○ Vulnerable groups: increased progress rates in all groups, leading to a narrowing of the attainment gap Vulnerable groups: conversions are in line with whole school expectations.
Monitoring	<p>Half termly monitoring of strategic plan by Leadership team</p> <p>Termly monitoring of the plan by Governing Body</p> <p>Quality of teaching and learning monitored by leadership team through observation, work scrutiny, moderation meetings, planning scrutiny and pupil interviews</p>
Evaluation	<p>The success of the plan will be evaluated termly by the Headteacher in her report to the Governing body</p>

SDP Priority 2:	To raise standards of attainment in reading for all pupils
ACTIONS	<ul style="list-style-type: none"> • Reading - key priority for whole school • Engage with the LEAP project (Lincolnshire English attainment Project) and attend associated training and professional learning communities • Engage with the Boston Reading Project (early Years) attend associated training and professional learning communities - Develop reading spines for each year group for each term to cover fiction, non-fiction and poetry • Undertake question level analysis of 2018 Y6 sats to pinpoint areas needing further development - raise profile of reading across the school (home and school) – e.g. engaging books corners, reading reward systems, set expectations with parents, reading events (sponsored read / extreme read / bedtime story), teacher story swaps, borrow boxes, reading toys, recommendations reading clubs/ playtime activities - Daily everyone reading in class (ERIC) sessions and class story times / rhyme of the week planned / delivered. - Challenge and purpose through use of question stems. - Purchase new reading resources - Ensure pupils are reading age-appropriate texts linked to their reading abilities - A detailed approach to explicitly teaching vocabulary • -Provide regular opportunities to apply new knowledge in a range of provision areas - Explicit teaching of comprehension strategies –linked to Talk for Reading - Effective intervention to help pupils to catch up: Reading Rockets, Catch-Up Reading – delivered by trained, experienced TAs • -Pupil conversations to monitor pupil’s reading preferences - Embed the thorough and systematic approach to teaching Reading across EYFS & KS1. • -Track and monitor groups of pupils who are inline to meet the EXS standard in Reading • -Data analysis to amend focus groups and implement intervention as necessary • -produce long term plans for the teaching of reading • --Engage with the English Hub

	<p>Phonics</p> <ul style="list-style-type: none"> - Staff to sample a taster day of Sounds-Write phonics - Introduce rigorous phonics programme with associated training - Ensure staff are ambitious with high expectations - Ensure Consistency in teaching of phonics - Planning (together) – Phonics, Literacy, guided reading and interventions (include TA where possible) - Focused phonics to be taught every day – EYFS and KS1 - Modelling and make links to other areas of the curriculum - Introduce technical vocabulary – phonics (blending, phoneme, grapheme) - Encourage application of phonic knowledge in a range of different contexts using the EEF’s Improving Literacy in KS1 and the EEF’s Preparing for Literacy guidance report. - Ensure systematic phonic scheme for EYFS & KS1 and resources are embedded in daily teaching - Monitor progress of pupils throughout the year by use of evidence trails, tracking pupil data - Track and monitor groups of pupils who are inline to pass the phonic screening - Writing / Handwriting - raise expectations for presentation of work, leading to improved pride in content for writing across the curriculum.
<p>Success criteria</p>	<ul style="list-style-type: none"> ○ Attainment: 60% TO 80% of pupils in-line with or above National Expectation in Reading ○ 80%+ pupils achieve phonic screening score ○ Progress: all cohorts make progress within the satisfactory to good range, with an increase in the number making good progress (Spring 2019 – summer 2020 – standardised scores) ○ Conversions: Year 4 – 80 % of pupils have made at least 6 points progress from end of Year 2 in Reading. ○ Conversions: Year 6 – 90 % of pupils have made at least 12 points progress from end of Year 2 (teacher assessment) ○ Vulnerable groups: progress is in line with whole school expectations ○ Vulnerable groups: increased progress rates in all groups, leading to a narrowing of the attainment gap where APS is below national expectation ○ Vulnerable groups: conversions are in line with whole school expectations.
<p>Monitoring</p>	<p>Half termly monitoring of strategic plan by Leadership team Termly monitoring of the plan by Governing Body Quality of teaching and learning monitored by leadership team through observation, work scrutiny, moderation meetings, planning scrutiny and pupil interviews</p>

Evaluation	The success of the plan will be evaluated termly by the Head teacher in her report to the Governing body
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Priority 3	To refine the new curriculum and upskill subject leaders
ACTIONS	<ul style="list-style-type: none"> • Establish curriculum principles which reflect the school’s values, context and needs • Establish a pupil offer ie how the school intends to enrich its curriculum with extra-curricular activities, educational visits and special entitlements. • Identify curriculum vision- what gaps or deficits do we want to fill • Clarity of “intent” towards an ambitious, well-planned, coherent curriculum building pupils’ knowledge, skills and long-term memory. • Arrange curriculum content into themes and topics ensuring breadth and balance • To ensure the new SRE guidance is integrated into the curriculum • To integrate the new Lincs agreed RE syllabus • Create new medium term plans • Audit and buy resources • Review impact of curriculum • Develop middle leadership. This will include: training to develop skills, knowledge and confidence in developing subject content and coherence, ensuring they are able to support colleagues effectively, improving monitoring and evaluation skills, providing feedback to colleagues, reporting to governors etc. •
Success criteria	<ul style="list-style-type: none"> ○ New curriculum in place ○ Middle leaders’ action plans reflect school priorities and provide direction for school improvements. Targets set reflect school priorities. ○ There are high expectations of the role of Middle Leaders in school. This results in further improvements being made. Additional time will be provided to allow middle leaders the opportunity to develop their area of responsibility within the school day.
Monitoring	<p>Half termly monitoring of strategic plan by Leadership team</p> <p>Termly monitoring of the plan by Governing Body</p> <p>Quality of teaching and learning monitored by leadership team through observation, work scrutiny, moderation meetings, planning scrutiny and pupil interviews</p>

Evaluation	The success of the plan will be evaluated termly by the Headteacher in her report to the Governing body

Priority 4	To promote Healthy and active lifestyles
ACTIONS	<ul style="list-style-type: none"> • Ensure pupils adopt healthy lifestyles and understand the need for an active life • Adults across school to be role models of a healthy and active lifestyle • Ensure pupils understand that 'Healthy & Active' is high profile across school • PSHE planned to educate pupils so they understand and to know how to adopt a healthy lifestyle • Assemblies & events planned to promote healthy, active lifestyles • Teachers need to ensure effective and regular delivery of PE, PSHE, Science and Cooking and Nutrition • Pupils understand how a healthy active lifestyle impacts on their physical and mental well-being • PSHE planned to educate pupils so they understand how a healthy life style impacts on their physical and mental well-being • Assemblies & events planned to promote physical and mental health & well being • Revise and implement a whole school PSHE curriculum • PSHE lead to review current PSHE curriculum following training • Implement new PSHE curriculum • Share with staff expectations and relevant requirements needed • Monitor through observations, work scrutiny, evidence trails and pupil conversations • Act upon findings as necessary • Initial review meeting with Head Teacher and School Food Lead – discuss food provision and food education (0.5 day) • Lunchtime review – FE advisor observe lunchtime and follow up with report and 12 month action plan (1.0 day) • School Food Standards Certification – complete check and verification of one year's (three terms) lunch menus and other food provision (including recipe analysis and recommendations in line with Scottish Standards for increased fibre and sugar, fat and salt reduction). This is much harder to achieve in a secondary school due to the different challenges faced (e.g. around shorter break times, larger premises, financial implications, pupils eating off site) therefore a secondary school may wish to undertake a step change. Award certificate and logo (3.0 days) • School Food Standards Training – governors, MSAs and catering team (0.5 day) • Lunchtime Staff training – catering team and MSAs (0.5 day)

	<ul style="list-style-type: none"> • Cooking in the curriculum training – School Food/DT Lead – review of planning ensuring key skills being taught (0.5 day) • 12 months telephone and e-mail support – FE Team • Follow up monitoring – termly visit 2 x 0.5 days (1 day)
Success criteria	<ul style="list-style-type: none"> • A reduction in the amount of sugar used in school food across the whole day • An increase in the amount of fruit and vegetables consumed by pupils • Healthier packed lunches • Whole School Food Policy • Packed Lunch Policy
Monitoring	<p>Half termly monitoring of strategic plan by Leadership team</p> <p>Termly monitoring of the plan by Governing Body</p> <p>Quality of teaching and learning monitored by leadership team through observation, work scrutiny, moderation meetings, planning scrutiny and pupil interviews</p>
Evaluation	<p>The success of the plan will be evaluated termly by the Headteacher in her report to the Governing body</p>

Key Milestones		
Autumn Term	Spring Term	Summer Term
No teaching is inadequate and 67% is consistently good in Mathematics and English. 11% of teaching is outstanding.	No teaching is inadequate and 77% is consistently good in Mathematics and English. 11% of teaching is outstanding.	No teaching is inadequate and 89% is consistently good in Mathematics and English. 22% of teaching is outstanding.
80% of pupils make good progress in Mathematics in each year group (2 points)	80% of pupils make good progress in Mathematics in each year group (2 points)	80% of pupils make good progress in Mathematics in each year group (3 points)
80% of pupils make good progress in Reading in each year group (2 point)	80% of pupils make good progress in Reading in each year group (2 points)	80% of pupils make good progress in Reading in each year group (3 points)
80% of pupils make good progress in Writing in each year group (2 point)	80% of pupils make good progress in Writing in each year group (2 points)	80% of pupils make good progress in Writing in each year group (3 points)
50% of Reception cohort working at the expected level in all GLD areas (40-60m developing)	60% of Reception cohort to be working at the expected level in GLD areas (40-60m secure)	70% of children of achieve GLD at the end of year.

Targets for 2021

Subject/level	Percentage	Subject/level	Percentage	Subject/level	Percentage
% Achieving 2+ in the ELGs	70	Year 6 Reading at age expected outcomes	71%	Year 6 Reading at greater depth	24%
Year 1 Phonics Screen	80	Year 6 Writing at age expected outcomes	71%	Year 6 Writing at greater depth	24%
Year 2 Reading at age expected outcomes	71	Year 6 Maths at age expected outcomes	79%	Year 6 Maths at greater depth	29%
Year 2 Writing at age expected outcomes	71	Year 6 SPAG at age expected outcomes	79%	Year 6 SPAG at greater depth	29%
Year 2 Maths at age expected outcomes	71	Year 6 RWM at age expected outcomes	63%	Year 6 RWM at greater depth	13%
Year 2 RWM combined	59	Year 2 Reading at greater depth	14%		
		Year 2 Writing at greater depth	11%		
		Year 2 Maths at greater	11%		
		Year 2 RWM combined	11%		