



St John's and St Clement's Primary School Development Plan 2022/2023

Flourishing in the love of God, love of life, love of learning.

At SJSC it is critical that ALL children **flourish both academically and personally** so that they have the skills to have success in life and with a commitment to the common good.

Education at SJSC provides the inspiration and opportunities for all children to achieve, grow and give.

- **Achieve:** confidently developing empowering knowledge, skills and understanding. Becoming critical thinkers who are deeply engaged by questioning, being curious, reflecting upon and applying learning
- **Grow:** develop as individuals, find their voice, and develop a positive sense of self and character (the human spirit)
- **Give:** understanding their impact and become responsible citizens
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Our values of **community resilience aspiration creativity kindness** are the foundations of all we do.

Quality of Education	Develop the quality of education and outcomes so that all children achieve consistently highly, including: <ul style="list-style-type: none"> - SEND - disadvantaged Embed the curriculum, so that the implementation/ series of lessons contribute well to delivering the curriculum intent.
Leadership and Management	Grow and nurture leadership in the school through strategic training and coaching program Staff development and feedback program to embed and show impact in standards of teaching Continue to build and widen the range of school development teams Develop the support staff development program to increase effective use of support staff for children with SEND
Personal Growth	Further enhance children's spiritual, moral, social and cultural development through developing opportunities to be active citizens, focussing on the school value of community . Continue to develop children's voice and character through roles and deepening understanding of The Big Ideas. Further promote emotional and physical health and wellbeing through the development of roles and opportunities outside of the classroom.
Behaviour and Attitudes	To further develop children's understanding and responsibility for their impact on others, the school and wider community through developing the active role children play in school and community life.

1. Quality of Education

Intent: <ul style="list-style-type: none"> Develop the quality of education and outcomes so that all children achieve consistently highly, including: <ul style="list-style-type: none"> - SEND - disadvantaged Embed the curriculum, so that the implementation/ series of lessons contribute well to delivering the curriculum intent. 	Impact:	
	School measures for Maths/English (Early Years Foundation Stage (EYFS), Phonics, Key Stage 1, Key Stage 2) to be above London average.	
	Gaps in attainment close between groups, particularly Pupil Premium, and pupils with SEND achieve the best possible outcomes.	
	Monitoring of learning and teaching shows implementation of strategies, development in quality of reflection and impact on practice.	
Implementation		Linked action plan
Development of implementation of curriculum to a high standard through: <ul style="list-style-type: none"> - A focus on development of children being active in their learning in every lesson - A focus on effective lesson design for maximum impact on children - Individualised support and development program for teachers - Develop the use of assessment and pupil voice to check for understanding, embed knowledge, inform teaching 		SL, AH
Reading: <ul style="list-style-type: none"> - Develop link between home and school reading - Strengthening whole class reading approach to ensure consistency across school and a focus on language knowledge and comprehension - Developing reading culture through events and use of library etc. - Addressing gaps quickly and effectively through use of assessment and intervention 		Reading
Phonics: <ul style="list-style-type: none"> - Develop consistency in teaching of systematic synthetic phonics program (Little Wandle) - Develop early reading through phonics program - Develop phonics intervention 		Phonics
Writing: <ul style="list-style-type: none"> - Ensure consistency and high standards of writing across all subjects - Further develop scaffolding and chunking of writing to maximise progress of all children 		English
Maths mastery: <ul style="list-style-type: none"> - Implement and develop across the school in order to ensure deeper understanding of maths concepts - Continue development of teacher subject knowledge 		Maths

<p>Curriculum design development:</p> <ul style="list-style-type: none"> - Further develop the curriculum design so that it is adapted to meet the needs of disadvantaged and children with SEND. - Develop cohesive EAL approach 	SL, Senco
<p>Early Years and Y1 standards in continuous provision:</p> <ul style="list-style-type: none"> - Develop understanding of meaningful and quality interactions that move children's learning on in a play-based context - Continue to develop outdoor provision - Share good practice of excellent indoor and outdoor provision with other schools 	Phase lead
<p>SEND: Enhance knowledge and understanding of ASD - strategies and effective scaffolding to access learning</p>	SENco
<p>Achieve science quality mark</p>	Science

2. Leadership and Management

Intent 2: <ul style="list-style-type: none"> • Grow and nurture leadership in the school through strategic training and coaching program • Staff development and feedback program to embed and show impact in standards of teaching • Continue to build and widen the range of school development teams • Develop the support staff development program to increase effective use of support staff for children with SEND 	Impact:	
	<ul style="list-style-type: none"> • All leaders have a clear and ambitious vision and all staff drive the vision of the school. 	
	<ul style="list-style-type: none"> • All leaders are confident in their areas to lead high quality school improvement and articulate how they do this. 	
	<ul style="list-style-type: none"> • Governors are well trained, well informed and make regular visits to the school to meet with leaders and pupils. 	
Implementation / Action plan		Linked action plan
<p>Everyone a leader: Continue to support all teachers to lead an appropriate area of school development – distributing responsibility and developing a collective drive towards the school’s vision</p> <ul style="list-style-type: none"> - Embedding the coaching model focusing on leadership qualities and ownership - Developing working groups - Continued training for development of middle/subject leaders, including qualifications and professional networks to develop practice 		
<p>Staff development:</p> <ul style="list-style-type: none"> - Build upon approach to staff development and feedback to link into staff meeting and monitoring program - Introduce next phase of approach- individualised professional development and peer observations 		Termly overviews
<p>Leadership links and outreach:</p> <ul style="list-style-type: none"> - School leaders to continue to build links with other schools to develop and share best practice learning. - Leaders to lead beyond the school (NPQ training delivery, coaching, LA Hub) - Teachers sharing best practice/leading beyond school – LA moderator, art hub 		SLs
<p>Develop training program for support staff- continue to build specialist skills, use expertise of agencies, and develop wider training program of skills and strategies</p>		Senco
<p>Governors are clear on their role and the vision for the school:</p> <ul style="list-style-type: none"> - Attending relevant training as signposted by the local authority and SDBE 		

3. Personal Development

Intent 3: <ul style="list-style-type: none"> Further enhance children’s spiritual, moral, social and cultural development through developing opportunities to be active citizens, focussing on the school value of community. Continue to develop children’s voice and character through roles and deepening understanding of The Big Ideas. Further promote emotional and physical health and wellbeing through the development of roles and opportunities outside of the classroom. 	Impact	
	Pupils’ are developing strength of character and know how to keep physically and mentally healthy.	
	Pupils are developing a positive sense of themselves and their ‘voice’.	
	Pupils are developing a respectful and thoughtful approach to others and their own role in society.	
Implementation / Action plan		Linked action plan
Community / active citizenship: <ul style="list-style-type: none"> - Develop community leadership role - Continue to expand and strengthen Eco Team through greater visibility – achieve Green Flag award - Develop role of school council to have greater role in school - Develop links with church and agencies in local community to have impact outside of school 		Community lead Eco plan
Further diversify the curriculum offer: <ul style="list-style-type: none"> - Continue to build a representative and diverse library, studied texts/ people/ cultures - Develop celebratory events – BHM exhibition, One World Week and cultural evening, neurodiversity week - Develop visibility of HI Base and inclusivity opportunities modelled – BSL, children’s roles, etc. 		
The Big Ideas: <ul style="list-style-type: none"> - Continue to develop ‘The Big Ideas’ through visibility and more explicit connection to curriculum in order to develop understanding for life in modern Britain. - Develop phased approach to debate/discussion to develop critical thinking skills, and engage in views/beliefs different from their own. 		
Achieve Healthy School bronze award		PSHCE
Further develop IMHARS practice: <ul style="list-style-type: none"> - Unify and codify the approach well-being & mental health – using tiered approach. - Introduction of emotional literacy within PSHE curriculum - Introduction of wellbeing leads (children) 		PSHCE SEND

<ul style="list-style-type: none"> - Train senior mental health first aider - Training for staff to deal with mental health issues 	
<p>Physical health:</p> <ul style="list-style-type: none"> - Extend involvement with sports organisations and teams - Further develop activities at playtime to engage all children in physical activity and sports - Further promote opportunities for girls' sport - Further develop opportunities to engage children with SEND in physical activity 	PE

4. Behaviour and attitudes

Intent 4: To further develop children's understanding and responsibility for their impact on others, the school and wider community through developing the active role children play in school and community life.	Impact
	Pupils play a highly positive role in creating a school environment in which similarities and differences are valued, celebrated and nurtured.
	Pupils are resilient when it comes to their learning and challenges.
	Pupils can articulate how they are achieving in line with the school values and are active participants in their learning and development.
Implementation / Action plan	
Improve punctuality and attendance through early identification and support system and further involvement of agencies	Linked action plan
Social skills and school values: - Develop consistent approach to conflict resolution for children - Codify the structured and specialised support for children with significant pastoral needs - Develop playtime provision through resources, widening of activities, and training. Particularly focussing on those children who may find playtime more challenging	AH, Senco, Oracy
Further develop the prominence of the school values: - Make values more visible in the environment, eg staircases, award boards - Development of community value leadership role - Codifying values and how used throughout school life in order to make clear and explicit	Community lead
Children's engagement in school: - Continue to develop children's voice and engagement in the school through children's roles – see Personal Development - Begin to develop approach to measure children's engagement	
Positive attitude and commitment towards learning: - Develop practice to enable children to reflect upon their learning and articulate this	SLs