



2021 2022

School Development Plan v 1.0

Respect, Resourcefulness, Resilience, Reflectiveness

School context

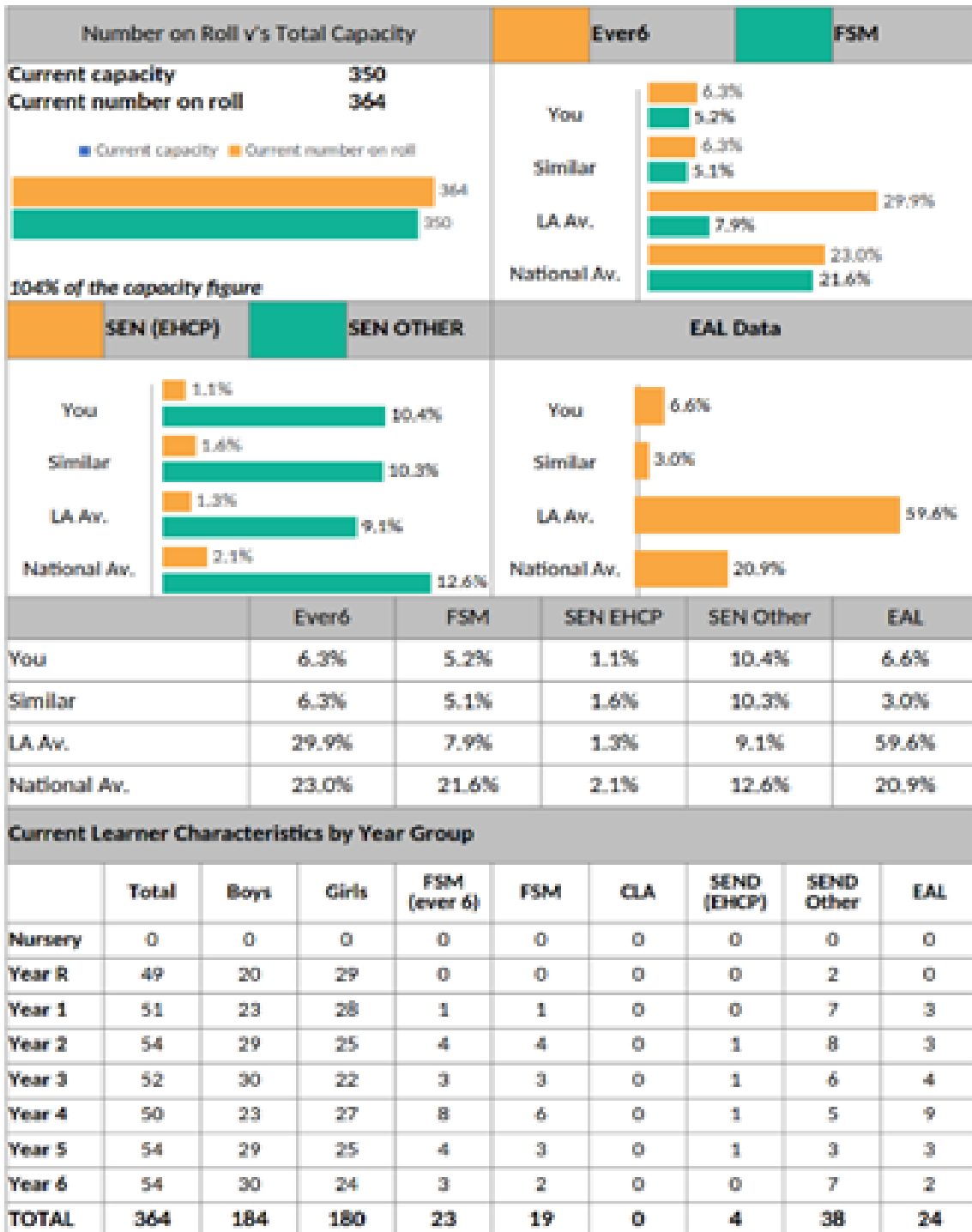
Key Ofsted actions:

To ensure that work is always matched to the needs of every pupil, especially girls so that all pupils can make the best possible progress

To ensure that support staff are used more effectively

School Contextual Data:

benchmarking figures are the latest available data from the .GOV 'compare school performance' website



School Development Plan

Nine Mile Ride primary

Document Details

Title	School Development Plan
Prepared by	Senior Leadership Team and Advisors
Date	3 September 2021

Document Control- Monitoring and evaluating

Version No	Date	Description	Updated By
0.1	1 September 2021	First draft	SLT
0.2	09/09/21	Update with Wandle information and school context data	AB
1.0	04/10/21	Signed off at Full Advisory Body meetings	AB

Quick evaluation status:

Priority	Term 1	Term 2	Term 3
1			
2			
3			
4			
5			




Sign Off-

Name	Role	Date
Ali Brown	Head Teacher	4 October 2021
Local Advisor	Chair	4 October 2021

The school development plan is based upon the EEF tiered approach. [Click here to access.](#)

- *Whole-school approaches:* support the quality of teaching, such as staff professional development; pupil assessment and feedback and transition support.
- *Targeted approaches:* provide targeted academic support, such as tutoring; SEND, and other evidence-based intervention programmes.
- *Wider strategies:* tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

Colour coding

Colour	
	Behind on target.
	Ongoing
	Complete
Blue text	Term 1
Pink text	Term 2
Black text	Term 3

STRATEGY 2020-2023

THEME	GOAL	SUCCESS CRITERIA
CORE	<i>Progress is above national average in reading, writing and maths</i>	<ul style="list-style-type: none"> • Every child will access and experience success in their learning • Teaching and learning is high quality with high engagement • Online learning is of a high quality with high engagement • Blended learning is embedded and seamless • All children make at least appropriate progress based on prior attainment data with an expectation that 20% of children make better than expected progress • The attainment of disadvantaged pupils is above the national average for disadvantaged • Moderation and assessment is robust, reliable and accurate • Support and evidence-based interventions in place for all pupils
CURRICULUM	<i>NMR curriculum is fully embedded and is celebrated for being ambitious, progressive and equitable</i>	<ul style="list-style-type: none"> • Intent and implementation of the curriculum is embedded in daily teaching • Blended learning is embedded and seamless • Online learning is of a high quality with high engagement • Subject accreditation frameworks are used as a benchmark for delivering an ambitious and high-quality curriculum • Diversity and equality is embedded throughout the curriculum and reflects of 21st century Britain • All children have the opportunity for outdoor learning connected to real life and our community • Moderation and assessment is robust, reliable and accurate
CHARACTER	<i>Children are equipped and empowered to thrive in the 21st century</i>	<ul style="list-style-type: none"> • All children feel safe and happy to come to school and attendance is at least 98% • All children are given the opportunity to represent the school in the wider community • All children can enrich their learning through trips, visitors and virtual opportunities • Mental wellbeing, growth mindset & character education are promoted • Pupils take ownership of & responsibility for their learning (metacognition) • Pupils are curious, communicate well and rise to challenges • Children understand the potential dangers of the real and virtual world and have strategies to manage risk
CULTURE	<i>Opportunities are created for everyone to shine and feel valued</i>	<ul style="list-style-type: none"> • Staff workload is taken into account and streamlined to ensure appropriate work/life balance • Staff are ambitious and supported to develop their leadership responsibilities within and beyond NMR • Invest in staff wellbeing to ensure a sense of value and appreciation whilst offering effective support • The school invests in a high quality professional development pathway which is embraced by all staff • Collaboration is used effectively to develop outstanding practice across the school • Expertise is identified and shared within school and beyond (including trust schools) • Local advisors strengthen leadership and management of the school • Retention of staff is high and NMR is the school of choice for high quality candidates
COMMUNITY	<i>The school is vibrant, welcoming and a vital part of the community which enriches the learning of all children</i>	<ul style="list-style-type: none"> • The school provides facilities to the community • Parents are supported and signposted to a range of appropriate workshops that help support their child's learning (virtually and in 3d) • Children can participate in a wide range of activities that extend after the school day • Children learn about and make links with other countries • High quality communication embedded with stakeholders to build effective partnerships, this includes effective marketing to secure a full PAN and be the school of choice (social presence) • The school has visual and aesthetic appeal with neat, tidy and well planned spaces • Technology is fit for purpose and reliable • Robust financial status for the school continues to be achieved • Opportunities to raise additional funds will be investigated

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BELIEVE AND ACHIEVE

PRIORITY 1: CORE

Progress is above national average in reading, writing and maths (confidence interval averages-1.2 reading/0.2 writing/0.2 maths-based upon 2019 data)

Actions	Led by	T1	T2	T3	Resources
Phonics					
Implement a consistent and validated letters and sounds scheme (Wandle) across the school.	HP				Access to PiXL resources through Primary Wise-£2500.00 subscription Nelson Handwriting scheme-no cost Monies set aside to attend conferences and cover travel (£1500.) Appropriate reading books available for all (£1000) Accelerated reader-(covered by The Circle Trust)
CPD for FS/KS1 staff linked to Wandle Letters and Sounds. KS2 staff to complete module 1	HP				
Impact measured through phonics assessments via Phonics Tracker https://www.phonicstracker.com	HP/NY				
Keep Up intervention package implemented where needed across the school	HP/NY				
Children have access to appropriate reading bands based upon phonics knowledge	HP/AW				
Wandle videos and support materials shared with parents.	HP/AW				
Reading					
Promote reading for pleasure through planned activities (see core action plan)	NY/HB				Wandle (approx. £1k) plus additional resources (cost to be confirmed) PiXL subscription-(covered by The Circle Trust) DfE funding£6900.00 per term (Universal Catch-up) Book fund to support topics in FS (cost tbc)
Embed whole class reading sessions to develop fluency, confidence and enjoyment	NY				
Embed AR in years 3-6	OR				
Develop vocabulary through rich texts, whole class reading and oracy resources	NY				
Use EEF guidance (click here) to improve literacy in the early years, here for KS1, here for KS2.	Team Leads				
Develop in-house provision for Speech, language and communication based on EEF guidance. Click here .					
Writing					
Embed a consistent handwriting scheme (Nelson) from FS-Y2	NY				
Implement the Spelling Shed approach and resources to spelling across year groups	NY/RS				
Implement the Spelling Shed approach and resources to grammar across year groups	NY/RS				
Develop and implement The Write Stuff in focus year groups	NY				
Develop strategies for teaching textual structure in writing via CPD	NY				
Maths					
Use EEF guidance (click here) to improve maths at KS1 and KS2 (click here).	Team Leads				
Implement Number Sense for KS1 and daily times tables in Y3, 4 & 5	NY				
Assessment					
PiXL DTTR is fully embedded in Year 1-6	NY				Monitoring
B2 package in place and being delivered to identified pupils	NY/CD				

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Ensure feedback is used effectively by following daily assessment policy (Based upon EEF effective feedback findings)	Team Leads				Data analysis Progress meetings Book Looks Pupil discussion Specific analysis of tutor groups to assess impact Faculty leads to evaluate the quality of teaching, learning and assessment and support, guide and motivate colleagues
Pupil Progress meeting held termly with a focus on disadvantaged	Team Leads				
Online learning available for all children to support homework and pre-learning activities. Plan using EEF summary findings for technology	Team Leads				
Tutoring made available to all identified pupils with a focus on disadvantaged pupils/SEND. Use High-quality teaching for pupils with SEND evidence.	Team Leads				
Faculty action plans written and evaluated each term	Faculty Lead				
Gap analysis used to inform planning and therapies for key marginal children in place	Team Leads				
<u>EVALUATION</u>					
FS					

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BELIEVE AND ACHIEVE

PRIORITY 2: CURRICULUM

NMR curriculum is fully embedded and is celebrated for being ambitious, progressive and equitable

Actions	Led by	T1	T2	T3	Resources
Intent and implementation of the NMR curriculum (EYFS/national) is embedded in daily teaching	Team Leads				NMR curriculum document Google Classroom access EEF summaries for online learning/metacognition-SSP Partnership Assessment platform
Monitor implementation of curriculum (FS) and evaluate success through moderation and discussion with Trust/cluster schools	AW				
Enabling blended learning opportunities for all through Google Classroom (where appropriate)	Team Leads				
Diagnostic assessment is used to plan and deliver interventions (including Catch Up). Click here for Catch Up strategy, based upon a tiered approach)	NY/Team Leads				Monitoring Planning scrutiny Fortnightly team/faculty meetings Data analysis Termly faculty evaluations
National Online Safety resources are delivered effectively each term for every class	Curriculum lead (STEM)				
Establish an effective assessment system for all foundation subjects in years 1-6	NY/HP/OL				
Links to local community identified on medium-term plans and actioned	Faculty Leads				

Evaluation

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BELIEVE AND ACHIEVE

PRIORITY 3: CHARACTER

Children are equipped and empowered to thrive in the 21st century

Actions	Led by	T1	T2	T3	Resources
Continue to embed PiXL Edge to promote key life skills, character development (LORIC) and wellbeing across the school (FS to Year 6)	Character Lead				PiXL resources and access to Primary Wise EEF resources for metacognition Subscription to National Online Safety (£1k)
Metacognition strategies are taught and implemented across the school in all subject (click here for research evidence). This includes dual coding and cognitive load theories	NY/ND				
Capture coverage of SMSC and British values via termly audit	Character Faculty				Monitoring Planning scrutiny Half termly attendance analysis Faculty/team meeting minutes Via TLC advisor committee meetings
Fundraising and charity opportunities planned and led by pupil voice (local and global)	NY				
Attendance rate is above 98% and those who are below, will have full support of the school	AB				
Enterprise opportunities are explored with local businesses	AB/NY				
All children are given the opportunity to experience trips and/or visitors in every year	Team Leads				

Evaluation

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BELIEVE AND ACHIEVE

PRIORITY 4: Culture

Opportunities are created for everyone to shine and feel valued

Actions	Led by	T1	T2	T3	Resources
Identify opportunities to streamline work/life balanced for all	WW				National College (paid for by The Trust) Walk-Thrus-(cost tbc) e-learning modules (£200.00) Lunchtime consultancy (£1500.00) SSP subscription (free) Access to British Council CPD budget (£12,500)
The DfE Wellbeing Charter investigated with a view to implement as appropriate	WW				
Embed a high-quality professional development pathway for all staff	AB/NY				
Staff take ownership of their own learning and keep a record of all completed CPD	NY				
Monitor, evaluate and enhance the quality of teaching, learning and assessment and support, guide and motivate colleagues to build capacity across the school via faculty work	SLT				
Via faculty, staff assess the subject's needs and prioritise them in the context of whole-school decision-making to ensure a broad and balanced curriculum	Faculty Leads				
Staff feel empowered to share strengths in school and beyond	NY				
Staff participate in three instructional coaching sessions per year (based upon education research- WalkThrus)	NY				
Expertise is identified and shared within school and beyond (system leadership)	AB				
Links with the British Council enable NMR to collaborate with another school	NY				
Investigate additional cross phase pupil leadership (peer mediation/buddy system)	NY				
All staff are trained in up to date safeguarding and ensuring an awareness of safety first (whole school community)	AB				
Lunchtime routines enable outstanding behaviour in all year groups	NY				
<u>Evaluation</u>					

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BELIEVE AND ACHIEVE

PRIORITY 5: Community

The school is vibrant, welcoming and a vital part of the community which enriches the learning of all children

Actions	Led by	T1	T2	T3	Resources
School investment opportunities will be identified, including new income streams	AB/SP Advisors				Marketing (£5000.00)
Follow site maintenance and refurbishment programme	SP				Hollow project (£10,000)
Kerb appeal of the school improved from car park	AB/SP Advisors				SLA for grounds SCS (£185.00 per month)
A marketing strategy is developed and implemented (including signage and letter headings)	AB/SP Advisors				<u>Monitoring</u> Via Resources committee Via Trust Finance committee
Bids for capital projects are submitted to The Circle Trust	AB/SP Advisors				
Ensure all ICT software/hardware and cloud is fit for purpose	AB/SP Advisors				
Hollow project refurbishment (over two years)	AB/SP Advisors				
<u>Evaluation</u>					