Nine Mile Ride Primary School

School Development Plan 2022-23

Nine Mile Ride
Primary School

Learning for Life

Strategy 2022-23

THEME	GOAL	SUCCESS CRITERIA
CORE	**Progress is above national average in reading, writing and maths**	• Every child will access and experience success in their learning • Teaching and learning are high quality with high engagement • Blended learning is embedded and seamless across all subjects • 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 are robust, reliable and accurate • Support and evidence-based interventions are in place for all pupils
CURRICULUM	**NMR curriculum is fully embedded and is celebrated for being ambitious, progressive and equitable**	• Intent and implementation of the curriculum is embedded in daily teaching • Subject accreditation frameworks are used as a benchmark for delivering an ambitious and high-quality curriculum • Diversity and equality are embedded throughout the curriculum and reflects of 21st century Britain • All children can access authentic learning opportunities • Moderation and assessment are robust, reliable, and accurate
CHARACTER	**Children are equipped and empowered to thrive in the 21st century**	• All children feel safe and happy to come to school and attendance is at least 98% • All children are included in wider school activities • Learning is adapted to meet the needs of all children, all of the time • 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	**Opportunities are created for everyone to shine and feel valued**	• Safeguarding is everyone's responsibility • All children are given the opportunity to represent the school in the wider community • All children enrich their learning through trips, visitors, and virtual opportunities • Pupils' leadership roles provide opportunities for pupil voice • Staff workload is considered and streamlined to ensure appropriate work/life balance • Staff are ambitious and supported to develop their roles and talents within and beyond NMR and wellbeing is prioritised • The school invests in a high-quality professional development pathway for all members of staff • Collaboration is used effectively to develop outstanding practice across the school and beyond • Local advisors strengthen leadership and management of the school • Retention of staff is high, and NMR is the school of choice for staff and families
COMMUNITY	**The school is well-equipped to be vibrant, welcoming and a vital part of the community**	• The school provides facilities to the community • Parents are signposted to resources that help support their child's learning • Children can participate in a wide range of activities that extend after the school day • Children learn about and make links across local, national, and international communities • High quality communication embedded with stakeholders to build effective partnerships • 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 investigated

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PRIORITY 1: CORE

Attainments is above national average in reading, writing and maths(including combined)

Phonics - Actions link to the Trust Improvement Plan E2 Using Arbor, provide stakeholders with clearer reporting re key performance indicators. With the return of national assessment and public examinations, ensure there is clarity regarding attainment and progress data and how this is monitored and reviewed. E3 With a focus on reading, ensure targeted support is provided for learners who suffered from interrupted education as a result of the pandemic).
1.1 Sustain and refresh the validated SSP (Little Wandle-LW) across the school via training
1.2 All staff trained in phonics SSP
1.3 Impact measured through Little Wandle phonics tracker
1.4 Keep Up intervention package implemented where needed across the school
1.5 Children have access to appropriate reading bands based upon phonics knowledge across the school
1.6 Wandle videos and support materials shared with parents and new starters
1.7 Phonics workshops offered to parents at the beginning of term
1.8 Group reading sessions implemented in FS and Y1 (and across the schools as appropriate)
Reading- all actions link to S2, S3 and S4 of the Trust Improvement Plan
1.9 Promote reading for pleasure through planned activities (see core action plan)
1.10 Sustain whole class reading sessions to develop fluency, confidence and enjoyment
1.11 Further develop Accelerated Reader in years 3-6
1.12 Develop vocabulary through rich texts, whole class reading and oracy resources
1.13 Use EEF guidance (click here) to improve literacy in the early years, here for KS1, here for KS2.
1.14 Embed in-house provision for Speech, language and communication based on EEF guidance. Click here.
1.15 Develop a reading spine across the school (linked to Lexile and Reading Framework)
1.16 Purchase LW decodable books for Year 3 and beyond

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Writing- all actions link to S2, S3 and S4 of the Trust Improvement Plan

1.17 Embed a consistent handwriting scheme (Nelson) across the school

1.18 Embed the Spelling Shed approach and resources to spelling across year groups

1.19 Create a bespoke writing strategy to support the development of writing

1.20 Ensure plans show opportunities for children to write for a specific purpose and audience

Maths- all actions link to S2, S3 and S4 of the Trust Improvement Plan

1.21 Use EEF guidance (click here) to improve maths at KS1 and KS2 (click here).

1.22 Implement PiXL times table package in years 3/4

1.23 Ensure all staff are mastery trained

Assessment- all actions link to S2, S3 and S4 od the Trust Improvement Plan

1.24 PiXL DTTR is embedded in Year 1-6

1.25 B2 package in place and being delivered to identified pupils

1.26 Daily assessment policy (Based upon EEF effective feedback findings) is used to move learning on

1.27 Pupil Progress meeting held termly with a focus on disadvantaged

1.28 Consistent approach to homework in place with a focus on utlising Google Classroom effectively

1.29 Tutoring made available to all identified pupils with a focus on disadvantaged pupils/SEND. Use High-quality teaching for pupils with SEND evidence.

1.30 Competency action plans written and evaluated each term

1.31 Diagnostic assessment used to inform planning and therapies for key marginal children in place

PRIORITY 2: CURRICULUM - actions link to S4 of the Trust Improvement Plan

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

Actions link to the Trust Improvement Plan
E1 Deepen the school improvement and self-review work of "The Learning Curve". Continue to develop Leaders' professional expertise regarding the intent, implementation, and impact of a knowledge rich curriculum.

Actions
2.1 Intent and implementation of the NMR curriculum (EYFS/national) is embedded in daily teaching
2.2 Monitor implementation of curriculum and evaluate success through moderation and discussion with Trust/cluster schools
2.3 Diagnostic assessment is used to plan and deliver interventions based upon a tiered approach)
2.4 Record all foundation subject assessment on Arbor
2.5 Assess against key concepts every term
2.6 Embed content spines in all subjects
2.7 Knowledge Organisers available for every content spine
2.8 Facilitate workshops to support the delivery of The Arts
2.9 Work with 'arts' professionals to support enrichment in music, drama, art and PE
2.10 Year 2 & 5 to achieve The Arts award to Discovery & Engage level
2.11 Work towards achieving the Arts Award for NMR
2.12 Plan CPD opportunities to support the teaching of The Arts

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PRIORITY 3: CHARACTER - all actions link to S2 of the Trust Improvement Plan (Wider strategies)

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

Actions
3.1 Promote LORIC through assemblies and daily teaching
3.2 Promote LORIC skills via certificates given out during Celebration assembly
3.3 Embed graphic organisers to support metacognitive strategies
3.4 Train a nurture assistant to support pupil's mental heath
3.5 SEND provision matches support plans and running records
3.6 Arbor used to track interventions for SEND and PPG
3.7 Arbor used to track behaviour
3.8 Fundraising events led by pupil voice
3.9 Attendance/lates are reviewed every half term and evidence of impact available

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PRIORITY 4: CULTURE - all actions link to S2 of the Trust Improvement Plan (Wider strategies)

Opportunities are created for everyone to shine and feel valued

Actions
4.1 Implement and recruit new staffing structure (Key Competency with Phase Lead)
4.2 Create annual calendar for the term/year ahead (proactive-no surprises)
4.3 Maintain opportunities to streamline work/life balanced for all
4.4 Sustain high-quality professional development pathway for all staff/advisors
4.5 Staff feel empowered to share strengths in school and beyond
4.6 Staff participate in instructional coaching sessions as appropriate
4.7 Roles and responsibilities updated as appropriate
4.9 Monitor effectiveness of CPD through online tracker
4.10 Regular meetings with staff (one per half term) arranged discuss the term ahead
4.11 Implement action plan to support mental health (DfE training advice)

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PRIORITY 4: COMMUNITY

The school is well-equipped to be vibrant, welcoming and a vital part of the community

Actions
5.1 School investment opportunities will be identified, including new income streams
5.2 Follow site maintenance and refurbishment programme
5.3 The marketing strategy is actioned (including signage, new logo & letter headings)
5.4 Bids for capital projects are submitted to The Circle Trust
5.5 Ensure all ICT software/hardware and cloud is fit for purpose
5.6 EYFS refurbished to include zones and soft furnishing replacement
5.7 Support collaboration links with FNMR

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