Stalbridge School Development Plan 2023-2026

July 2024 edition



Stalbridge C 0f E Primary School
SDP 2023-26

Following OFSTED in March 2023 the Governors have identified the following key improvement priorities:

PRIORITY 1: Communication

1.1 Set expectations for communication to and from staff being mindful of wellbeing at all levels
1.2 Develop training programme for parents in key school areas – communicate why changes in behaviour policy have been made, how it works in practice
1.3 Develop governance to include Governor aspirations for staff (supported, valued, happy).
1.4 Subject leaders are accountable for their subject and the way it is communicated to new staff, planned and delivered to pupils across the school. – identify essential knowledge we want pupils to know and remember, build on previous learning

PRIORITY 2: Develop the potential in every child through:

2.1 The development of QFT
2.2 Ensure diversity and opportunity through available resources and wider curriculum experiences beyond the classroom.
2.3 Raising the profile of underrepresented groups

PRIORITY 3: **Develop inclusion and SEND across the school**

3.1 Ensure consistent progress is made by pupils with SEN and all other groups through Quality First Teaching (QFT)
3.2 Introduce a clear graduated response pathway and provision mapping
3.3 Train and deploy TA's to meet the needs of the SEN and above ARE children
3.4 Develop a therapeutic behavior approach across the school

PRIORITY 4: Drive the theologically rooted Christian vision through all aspects of school life

4.1 Continue to develop the 2-year collective worship cycle
4.2 Develop the R.E. Curriculum - ensure coverage is broad, balanced and incorporates recent changes
4.3 Develop the shared understanding of spiritual development

PRIORITY 1: **Communication**
Success Criteria • **All communication is mindful of staff wellbeing** • **Communication, through emails, is acknowledged in a timely manner** • **Communication is successful at all levels including with parents** • **Consistent approach to positive behaviour** • **Parents informed and supported regarding our therapeutic approach to behaviour** • **Governors are developed to ensure all staff feel supported, valued and happy.** • **Accountability of subject leaders to ensure their curriculum area builds on essential knowledge and future skills**

4.4. Prepare and start to evidence worship for SIAMs visit – ***reword from SIAMS statement***

1.1 Set expectations for communication to and from staff being mindful of wellbeing at all levels

Actions	Who?	Outcomes/Impact	Resources/ cost linked to budget	Timescale	Evaluation	Monitored & RAG RATING Evaluation end of each year		
All communication from staff should be filtered through SLT - To include middle leadership, office and class based communications	all	Content and timing ensures well being		2023-2024	Still needs developing			
All communications should be acknowledged in a timely manner and addressed within specified timescales Communications from parents will be forwarded by the office to the member of staff but all replies should be sent back to the office. If parents are replied to verbally, the office needs to know the matter has been dealt with.	all	Not overwhelmed by multiple communications		2023-2024	Getting better but still needs developing			
Parent group assembled to discuss communication	SLT/parents/Gov representative	Better communication with parents		2024-2025				
Ensure SEN parents communications are directed through SENDCo/CT	CTs?SENDC0	Better 3 way communication		2024-2025				

1.2 Develop training programme for parents in key school areas – communicate why changes in behaviour policy have been made, how it works in practice

Actions	Who?	Outcomes/Impact	Resources/ cost linked to budget	Timescale	Evaluation	Monitored & RAG RATING Evaluation end of each term		
Discuss with staff key training that might benefit parents Ask for parents views on what they feel they would benefit from Develop training programme for 23-24	all	Training needs identified Training diarised		2024-2025				
Behaviour strategy explained to parents Parents better able to understand how the school deals with behaviour	SLT/parents	Better understanding of therapeutic approaches		Autumn23-Sping 24				
Focussed Maths training develops ways parents can support their children and their own confidence in maths	DHT/parents	Children better supported		2024				
Focussed phonics training develops ways parents can support their children and their own confidence in spelling	ENG lead/parents	Development seen in improved writing and spelling across KS2		Autumn 2023 ongoing	Slow evaluation over 3 yrs			
School readiness addressed earlier with new parents to allow for development of key life skills	HT/VB/Parents	Children better prepared on entry with focus on ability to put on coats, use knife and fork and going to the toilet		Spring				

1.3 Develop governance to include Governor aspirations for staff (supported, valued, happy).

Actions	Who?	Outcomes/Impact	Resources/ cost linked to budget	Timescale	Evaluation	Monitored & RAG RATING Evaluation end of each term		
Link governor visits have a set focus in line with this SDP: • Autumn term – QFT focus (defined by HT in paperwork supplied to Governors) • Spring term – SEN focus (with support from SENDCo) • Summer term focus on Cultural Capital to include trips and visits. *Continue to employ external advice from Peter Farrington to support Governance and decision making.*	Lonk governors	Reports to Governing Body show these visits have taken place and a shared understanding of QFT is in place. Reports to Governing Body show these visits have taken place and SEND is seen to be developing across the school and subjects. Reports to Governing Body show these visits have taken place and Cultural capital is evident in the planning and delivery of subjects across the school – this will include the continual development of spirituality.	time	Autumn term 2023 and Autumn term 2024 Spring term 2024 and Spring term 2025 Summer term 2024 and Summer term 2025				
Governors to establish links with other Governing Bodies to discuss and share best practice (with a focus on supporting		All governors to try and establish one link with another Governor		Across 2024				

staff as well as holding them to account).		from another school and share insights.						
Strategic overhaul of all policies to include looking at how they are distributed and shared with all stakeholders.		All policies accessible to all by end of review cycle (2024). Policies available digitally with web access		Across 2024 Spring term 2024				

1.4 Subject leaders are accountable for their subject and the way it is communicated to new staff, planned and delivered. Essential knowledge is identified and builds on previous knowledge.								
Actions	**Who?**	**Outcomes/Impact**	**Resources/ cost linked to budget**	**Timescale**	**Evaluation**	**Monitored & RAG RATING Evaluation end of each term**		
All subject leaders are able to communicate to all colleagues the essential knowledge of their subject and how it builds on prior knowledge and supports future learning.	All subject leaders	All teachers understand how their teaching builds on prior and future learning.	Scheme costs Teacher time	Autumn term first half 2023				
From the timeline provided, subject leaders produce an action plan in directed time that includes request for time to manage individual plans.	All subject leaders	Clear plan produced Subject leaders have met and shared action plan with link governors	Requested time	End of October 2023	Part of performance management			
Action plan to include: • Planning scrutiny • Teacher observation • Feedback in a timely manner	All subject leaders	Essential knowledge clear Evidence of learning collected Strengths and weaknesses identified		Spring and summer terms 2024				

PRIORITY 2: **Developing the potential in every child**

Success Criteria

- **All children**
- **All children make good/or better progress from their starting point.**
- **Children with SEN have the same opportunities as all other children**
- **Teachers know how to plan, teach and feedback effectively through QFT.**
- **Consistent approach to positive behaviour**
- **Underrepresented group are targeted to ensure they reach their full potential**
- **A range of resources are used to support diversity**
- **Wider curriculum opportunities are selected at the beginning of the year to be ensure meaningful learning experiences**

2.1 The development of QFT

Actions	Who?	Outcomes/Impact	Resources/ cost linked to budget	Timescale	Evaluation	Monitored & RAG RATING Evaluation end of each term		
To define QFT SENDCo to visit Bishops Caundle to see the work and resources in place around QFT	SENDCo/all	Detailed definition shared with all staff and expectation understood.	time	First half of term Autumn 2023 First half of term Autumn 2023				
PLANNING Medium term plan on shared drive at the beginning of every half term. Subject leaders to check it is there. Planning on shared drive weekly (see 1.4) Curriculum enhancement including visitors to school and trips out embedded in planning At the end of academic year/start of year for new staff, long term plan on shared drive and website SLT checks long term plan on website	CTs	In place by January 2024	0	Spring term 2024	**Link to 3.1 and teaching appraisal target**			
TEACHING High quality, inclusive teaching for all pupils in a class	CTs	All points detailed in QFT document met	0	On going	**Link to 3.1 and teaching appraisal target**			

FEEDBACK All staff understand and follow marking policy Feedback shows how work is moved on	CTs	Books reflect policy		2023-2024	**Link to 3.1 and teaching appraisal target**			

2.2 Ensure diversity and opportunity through available resources and wider curriculum experiences beyond the classroom.

Actions	Who?	Outcomes/Impact	Resources/ cost linked to budget	Timescale	Evaluation	Monitored & RAG RATING Evaluation end of each term		
Select resources when planning to ensure diverse coverage and wider opportunities for all	CTs/SLT	Diversity visible in planning and delivery of lessons		2024-2025	Link to HT appraisal			
Across the year all classes include a spiritual and 3 additional visits embedded within their plans. These do not include the yearly church timetable.	EVC/CTs	Wider educational opportunities visible through newsletters and displays across the school.		2023-2024	Link to HT appraisal			

2.3 Raising the profile of underrepresented groups

Actions	Who?	Outcomes/Impact	Resources/ cost linked to budget	Timescale	Evaluation	Monitored & RAG RATING Evaluation end of each term		
Organise a showcase event for girls maths	DHT	Raise the profile of STEM subjects particularly with girls Increase girls outcomes in maths through raised self esteem	DHT time/external funding	Event in Spring/Summer 2024				
Offer a wider creative arts and sports coaching programme for pupil premium children	HT/DHT	Increased self esteem New skills learnt, ie: instrument, art, sport	PPG budget	September 2023	Link to HT appraisal			
Identify the actual amount of EAL children within our school and the need to provide resources or communication in other languages to engage with all children and parents	DHT	Children are able to better access their learning, including aspects in their first language Parents engaged as they are communicated to in their first language where possible Increased outcomes by children Intervention programme developed over time to assist al teachers		2024-2025				
Ensure that we understand all groups including individuals through research and action. Observations by governors and surveys	SLT/parents/Govs	All children feel part of the school community and can celebrate their heritage		2024-2025				

PRIORITY 3
Success Criteria • **All children make good/or better progress from their starting point.** • **Children with SEN have the same opportunities as all other children** • **Children with SEN, below/above ARE, receive consistent adaptive teaching and/or intervention** • **Interventions are tracked to monitor progress** • **Provision mapping is in place across the school** • **Staff know how to use SEN systems to meet needs** • **Staff understand their part in the graduated response to SEN** • **TA's are timetabled to deliver in class support or interventions** • **TA's are trained to deliver their intervention** • **Teachers know how to write and review SMART outcomes** • **Consistent approach to positive behaviour**

3.1 Ensure consistent progress is made by pupils with SEN and all other groups through Quality First Teaching (QFT)								
Actions	**Who?**	**Outcomes/Impact**	**Resources/ cost linked to budget**	**Timescale**	**Evaluation**	**Monitored & RAG RATING Evaluation end of each term**		
Staff training of SEN systems at Stalbridge CofE Primary School, teachers use adaptive teaching and intervention as part of Provision Mapping to inform QFT.	SR-SENCo	SEN Levels 1,2,3.4 Staff know their responsibility at Level 1 QTF Level 2 Intervention Level 3 SEN Support Level 4 EHCP	0	June/July staff meeting x 2 Autumn Term staff meeting x 2	Forms part of the teacher appraisal cycle			
SENCo and SLT monitoring of QFT across the school with SENCo focus on Level 1-4 SEN provision in the classroom	SLT and SR SENCo	Provision Mapping resources/provision are seen in daily teaching Outcomes are considered in planning SEN support plan/EHCP Support plan provision is seen in daily teaching	0	Weekly learning walks Wednesdays				
Staff consider adaptive teaching and intervention when planning	Teachers SENCo SR	Teaching is adapted Intervention groups planned and progress tracked Intervention record in place Entry and exit data	0	Staff meeting September x1 Autumn Term				
SENCo and SLT monitor year group planning and intervention groups	SLT/SENCo Teachers	Planning shows that teachers have considered SEN children Provision on SEN Support plans/EHCP Support plans is seen in daily teaching High quality intervention groups are taking place	0	Autumn Term				

Staff training to write and review SMART outcomes Staff use learning assessments to inform planning and provision	Teachers SENCo SR	Provision Mapping/intervention menu and support plans/profiles have SMART outcomes per term Termly reviews Level SEN Support- SEN Support plans and Learning Profiles in place Plans shared with parents Autumn Term parents evenings Staff have considered professional advice when writing support plans	0	Staff meeting June 2023. Autumn Term teachers use the plans to adapt their teaching				
Staff use EHCP's to plan provision	Teachers SENCo SR	Level 4 EHCP-Staff know long/short term outcomes Outcomes are planned for Provision stated in EHCP's is evident in the classrooms Progress is measured in ongoing/working documents Whole school interventions are planned to meet outcomes eg SEMH, OT,SALT (SENCo) EHCP are shared with parents Autumn Term parents evening	0	Staff meeting June-July 2023 x 3 Learning walks Wednesdays Autumn Term				
SENCo and SLT monitor Level 3 and 4 SEN Support and EHCP children	SLT/SENCo	SEN Learning Profiles /EHCP Support plans are in place Provision stated in plans are evident in the classroom	0	Staff meeting June-July 2023 x 3 Learning walks Wednesdays Autumn Term				

Implement staff training for the 4 areas of SEN working with LA Locality Team	All staff	Staff know how to best support cognition and learning, communication and interaction,(ASD) SEMH and sensory/physical Staff know how to adapt the learning environment for ASD, ADHD, Dyslexia, Language difficulty, sensory needs.	Locality Team Seminars online	Staff meetings/INSET Days Ongoing into 2024-2025				
SLT/SENCo monitor the impact of whole school training from Local Authority Locality Team	SLT/SENCo	Staff know how to best support cognition and learning, communication and interaction,(ASD) SEMH and sensory/physical Staff know how to adapt the learning environment for ASD, ADHD, Dyslexia, Language difficulty, sensory needs. SENCo works with class teachers and TA's who need further support		Autumn, Spring and Summer Terms 2023-2024				

3.2 Introduce a clear graduated response pathway and provision mapping

Actions	Who?	Outcomes/Impact	Resources/ cost linked to budget	Timescale	Evaluation	Monitored & RAG RATING Evaluation end of each term		
Implement Assess, Plan, Do, review paperwork at SEN Level 1 and 2 Implement internal referral system to move from Level 2 to Level 3 SEN.	Teachers SENCo All staff, SENCo SR	Teachers know how to develop the graduated class response to need Adaptive teaching is evident in all lessons as per provision map and/or support plans. Interventions are planned and tracked for progress Where progress at Level 2 is a concern over time, referral to SENCo with evidence of in class graduated response	0 0	Staff meeting June- July 2023 x 2 Autumn Term Staff meeting x 1 Staff meeting June- July 2023 x 2 Autumn Term Staff meeting x 1				
Implement Assess, Plan, Do, Review paperwork at Level 3 (SEN Support) Implement intervention tracking document for Year group	All staff SENCo- SR All staff SENCo- SR	Staff write SMART outcomes for SEN Learning Profiles with support from SENCo Staff plan provision in classrooms Staff use learning assessments to plan provision Termly reviews with parents TA's are deployed based on need (timetabled) Year group tracking intervention overview in place	0 0	Staff meeting June- July 2023 x 2 Autumn Term Staff meeting x 1				
SENCo and SLT monitor quality of TA intervention groups	SENCo/SLT	Regular monitoring of TA's intervention groups around the school Review of planning, recording and outcomes Entry and exit data should show progress from starting point, TA training planned in	0	Planned learning walks as per monitoring schedule				

3.3 Train and deploy TA's to meet the needs of SEN and above ARE children								
Actions	**Who?**	**Outcomes/Impact**	**Resources/ cost linked to budget**	**Timescale**	**Evaluation**	**Monitored & RAG RATING Evaluation end of each term**		
Timetable TA's to deliver in class support based on need TA's are directed by the class teacher to meet the needs of the children they are working with	SLT/SENCo	Classes have TA support for core subjects based upon needs in the class TA's know how to support all areas of SEN including above ARE Teacher's planning shows how TA''s will support learners in lessons, those that may need in class intervention from lessons and if TA's are running a half termly intervention this is planned and resourced well.	0	Timetable for Sept 2023 Review Autumn Term 2023				
Timetable TA's to deliver interventions based on need	SLT	Intervention timetables are developed over a school day so that TA's have specific groups of children to deliver specific interventions. Timings are clear and TA's have protected time to plan/organise/record if required	0	TA meetings planned in SENCo meeting TA's July 2023 to deliver timetable Interventions spaces/times are developed Autumn Term 2023 and reviewed half termly				

Implement TA's tracking intervention to measure progress Ensure TA's are trained to deliver high quality interventions	SLT Teachers TA's SLT	TA's keep a record of intervention sessions to track progress Entry and exit data/information is evident Progress is evident after 6 weeks Training given by SALT, SENCo or outside agencies as a result of monitoring	0	TA meetings planned in SENCo meeting TA's July 2023 to deliver timetable Interventions spaces/times are developed Autumn Term 2023 and reviewed half termly				

3.4 Develop a therapeutic behaviour approach across the school

Actions	Who?	Outcomes/Impact	Resources/ cost linked to budget	Timescale	Evaluation	Monitored & RAG RATING Evaluation end of each term		
Implement Dorset Therapeutic Thinking training whole school INSET 1.9.23.	A.M.	Whole staff are trained in therapeutic behaviour practices. Classrooms and school systems reflect policy	£ cost of training	INSET day 1.9.23				
Behaviour plans are developed using the Therapeutic Thinking toolkit	SLT/All staff	SENCo works with staff to write therapeutic thinking behaviour support plans for specific children using the toolkit Staff follow the plans and review termly Share with parents at parents evenings	Time to pay part time staff 1:1	Spring Term 2024				
Behaviour policy is written to reflect Therapeutic Thinking toolkit and there is a positive whole school approach across the school	SLT/All staff	Staff know what language to use with all children Staff know the needs of a child who displays challenging behaviour Staff can identify the trigger for all behaviour Staff understand how to plan for educational and protective consequences.	Time to pay part time staff 1:1	**Staff meeting Autumn Term 2023 x 1**				

PRIORITY 4: Drive the theologically rooted Christian vision through all aspects of school life

Success Criteria

- Collective Worship embedded and linked to vision and values
- All staff have a good understanding of the R.E. Curriculum
- Development of a shared understanding of spiritual development

4.1 Continue to develop the 2-year collective worship cycle								
Actions	**Who?**	**Outcomes/Impact**	**Resources/ cost linked to budget**	**Timescale**	**Evaluation**	**Monitored & RAG RATING Evaluation end of each term**		
Working closely with the church to develop two year programme • File in place collecting evidence from all assemblies from Sept 2023	JW	Clearly developed plan and delivery leading to better understanding of Christianity	0	2023-2024 academic yr	Survey/discussion with ch			
Work with PHSE lead and other subject leads to ensure outward facing elements including key school calandar events (such as anti-bullying week and safer internet day).	SLT oversight	Calandar populated with key events by Jan 2024	time	Jan 24 start but developing yearly				

4.2 Develop the R.E. Curriculum – ensure coverage is broad and balanced								
Actions	**Who?**	**Outcomes/Impact**	**Resources/ cost linked to budget**	**Timescale**	**Evaluation**	**Monitored & RAG RATING Evaluation end of each term**		
develop RE long term plan/scheme To embed DCC's new locally agreed syllabus	VB/DCC	Better RE coverage across school.	Not sure if there is a cost for this??	Jan 2024 (waiting for Dorset publications)				
evelop RE assessment to inform planning	VB lead with CTs	Staff discussed and agreed way forward	time	Summer term 2024- Autumn 2024				

4.3 Develop shared understanding of spiritual development								
Actions	**Who?**	**Outcomes/Impact**	**Resources/ cost linked to budget**	**Timescale**	**Evaluation**	**Monitored & RAG RATING Evaluation end of each term**		
Policy and communication • Spirituality policy updated and on shared drive • SIAMs SEF developed • Class questionnaires on collective worship	All/ JW	Better understanding of spiritual development in a church school setting	Part of Dioces buy in	2024				
Wednesday AM class assemblies linked to Salisbury Dioces thought for the week. Moments of reflection built into class time	CTs	Better understanding of spiritual development in a church school setting	0	2024				
Development of charity work through school council		Children have a more outward facing view of the world and world needs	0	2024-2025				

4.4 Prepare and start to evidence worship for SIAMs visit								
Actions	**Who?**	**Outcomes/Impact**	**Resources/ cost linked to budget**	**Timescale**	**Evaluation**	**Monitored & RAG RATING Evaluation end of each term**		
Working party of school staff, parents and governors put together to review last SIAMs			0	2023-2024				
Meet with Dioces representative			Part of yearly cycle					
New SEF developed in line with this SDP			time	Jan-July 2024				

Subject leaders planning Timeline

Autumn Term				Spring Term			Summer term			
Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
New ac yr. Data Analysis	Subject Learning Walk	Book scrutiny + planning	Class teacher observations	Moderation	Pupil Voice	Class teacher observations	Moderation	Class teacher observations	Subject Learning Walk	Moderation
Write action plan	Pupil Progress mtgs	Data Analysis	RAG and Review Action Plan	Data Analysis	Book scrutiny + planning	Subject Learning Walk	Data Analysis	Parent voice	Book scrutiny + planning	RAG and Review Action Plan
Book scrutiny + planning	Class teacher observations		Pupil voice	Review Policies for Subject	Pupil Progress mtgs	RAG and Review Action Plan	Buy Subject Resources	Pupil Progress mtgs	Pupil voice	Data Analysis
Iniitial assessment and targets to be set for children and appraisal	Assessment Data drop				Assessment Data drop	Resources Audit		Assessment Data drop		Inform Action Plan for next year