



*Churchfields, the Village School*

# **School Development Plan Overview**

*2022-2023<sub>v1</sub>*

Areas for Development Identified in SEF 22/23:

This SEF references key development areas only. For further detail on these, and for details on the 'Embedding' aspects, please refer to the subject leader action plans.

Key:

- 1 Improve SEND provision so these pupils' needs are fully met so they make good or better progress.
- 2 Develop the use of outdoor learning and Forest school to enhance curriculum provision, improve transition and further support disadvantaged learners.
- 3 Address the gender imbalance which indicates girls may be underperforming across the school (referenced in Teaching, Learning & Assessment action plan).

Embedding:

Embed Essential Letters and Sounds phonics scheme across the school as appropriate.

Embed effectiveness of marking and feedback by implementing 'Mark for Impact' strategy and a 'no-marking' maths policy.

Continue to raise attainment and achievement in all subjects, incorporating catch-up strategies with particular reference to maths, including MTC.

Aspect	Leader
SEND	Andrea Liddiard (SENDCo)
Outdoor Learning/Forest School	Georgie Croker (Curriculum Leader)
Gender Imbalance	Simon Futcher (HT)

# 1. SEND



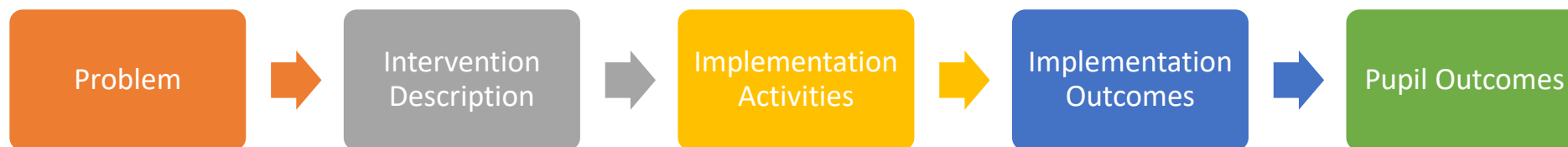
<p>The gap between SEN pupils' <b>attainment</b> and non-SEN peers is wide and was exacerbated by Covid lockdowns. 69% read 92% writing 77% maths are well below or just below expectations compared to non-SEN Just below 9% read 11% write 12% maths</p> <p>Pupils with SEN need to be making good and accelerated <b>progress</b> <b>Their no SEN peers make better acc. progress</b> <b>No SEN</b> 26% read 24% write 23% maths <b>SEN pupils</b> 15% read 8% write 23% maths</p>	<p>Interventions will have proven record of efficacy for accelerated progress Interventions will be carried out with fidelity led by appropriately trained staff but always with oversight of class teacher</p> <p>School will continue to develop HQT and universal provision offer across the curriculum.</p>	<p>Monitoring - Class teachers will, retain oversight of interventions and how they are being transferred and developed into class everyday learning.</p> <p>SENCO along with CTs will monitor implementation and progress achieved by interventions</p> <p>SENCO will deliver findings of 'SEND in Mainstream' from EEF and the five-a-day principles advocated therein to TAs and class teachers through CPD sessions.</p> <p>Examine universal offer of school match with highlighted in LA Ordinarily available provision documentation (Wilts OPAL still in development so look into other LAs)</p> <p>Records of SEN pupils' progress monitored carefully by SENCO and Class teachers through IPP, MSP and EHPs. IPPS are working documents shared with TAs and pupils.</p>	<p>Pupils will make accelerated progress in targets set through well-chosen, evidence based and delivered with fidelity interventions.</p> <p>All teachers are teachers of SEN and fully take on responsibility for ensuring policy and procedures for SEN with SENCO support is followed</p>	<p>SEN Pupils will have improved skills and confidence. They will experience success through shared carefully selected targets and interventions where appropriate. Gaps in attainment and progress between SEN and No SEN pupils will narrow</p>
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# 1. SEND



<p>Poor attendance of SEN pupils, especially since returning after C-19, impacts on progress and ability to carry out interventions with fidelity</p> <p>54% of the pupils at SEN support have persistent absence.</p> <p>SEN PUPILS 21-22:          0-89% n =7          90-94% n= 4          95-97% n= 2          98%+ n=0</p>	<p>Attendance is monitored closely by HT and SENCO.</p>	<p>HT holds meetings with parents to discuss barriers and how the school can support better attendance.</p>	<p>Attendance of all SEND pupils improved and is good or better for most.</p>	<p>As a result of improved attendance SEN interventions can be carried out with fidelity and children are able to keep up with class learning topics.</p> <p>The attainment gap with Non-SEND pupils lessens and progress is good or better for SEND pupils.</p>
<p>Teachers and TA CPD of high incidence SEN needs refreshing and updating (Dyslexia, ASD, ADHD, Memory difficulties)</p> <p>HQT consistent understanding and application to benefit not just pupils with SEN but all learners.</p>	<p>CPD programme planned for 22-23</p> <p>Whole school priorities identified by SENDCO following staff audit and TA perm management for staff meetings and INSET day in January</p> <p>Individual CPD needs linked to SEN will be prioritised/authorised by HT. This overview provided by LA of their offer will help plan individual needs. <a href="#">LA CPD overview 22-23 HQT</a></p>	<p>Staff meeting 1x termly to be used for SEN CPD</p> <p>!x INSET day January 23 devoted to SEND With bought in experts (LA or beyond) for all teaching and learning staff to attend</p> <p>Subject leaders will have a focus on SEND teaching and learning in their monitoring and action planning in 22-23. Making use of The teacher's handbook for SEND published by NASEN in 2022 as a starting point for support.</p> <p>Use of the NASEN CPD Webinar subscription for tailored specific</p>	<p>HQ Teaching of SEND evident in all lessons. The schools universal provision offer expands with knowledge and improved skills of staff</p> <p>Monitoring impact of CPD through SL HT monitoring activities - Pupil conferencing book scrutiny, lesson observation, learning walks.</p>	<p>Data analysis reveals good and better progress from SEN pupils. Classroom practice is inclusive and SEN pupils feel included and confident in class lessons</p>

# 1. SEND



		<p>needs of staff as well as supporting HQT strategies</p> <p>SENCO will complete NASENCO course and attend SENCO Network meetings, disseminating knowledge as appropriate</p> <p>SENCO and English lead Look into Dyslexia friendly schools award with view to enrolling with LA scheme in 23-24</p>		
<p>Parent questionnaire suggests that their confidence in SEN procedures and provision needs to be raised</p>	<p>Parents need to be well informed of their child's progress feel supported by the school and LA.</p> <p>They need to know the procedures for SEN at the school and where to go for further information or support.</p>	<p>School website will develop a dedicated SEN page for 'one click' access to information and support for parents including school policy, LA Local Offer and School Information report.</p> <p>Teachers and SENCO will continue to ensure parents of SEN pupils are invited to discuss targets and progress three times a year in addition to the school scheduled Parent eves (minimum as per Code of Practice and School Policy)</p> <p>SENCO will seek feedback and input from parents as to the kind of information and support they would find beneficial. Through</p>	<p>Parent questionnaires and meetings. Parents feel supported and fully included in the decisions for their SEN child. They are well informed of the practices being implemented and progress that their child is making</p>	<p>Pupils with SEN making good progress towards their targets and are positively supported by parents. Parents feel school is supporting them and their children using their 'best endeavours' to achieve good outcomes.</p>

# 1. SEND



		questionnaires and possibly trial an open appointment coffee morning with SENCO to raise views, questions, what is useful information etc		
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## Milestones & Monitoring

*All monitoring of the below to be completed by subject leader unless otherwise stated.*

### Term 2

Access arrangements – children are identified and records kept to ensure AA is evidenced

Y6 applications to secondary school Oct 22 ID schools parents intend children to attend and ensure they have information for taster sessions open evenings additional visits etc

Data analysis from INSIGHT and July SEND data release for comparison.

Attendance data closely monitored for SEND children

All SEND register children have IPPs with SMART targets shared with parents and pupils and TAs, 1 page profiles. Review dates set with parents and SENDCo

Interventions monitored by CT and SENDCO – progress for 1:1 small group interventions needs to be rapid and transferred to class.

Class teachers have outlined additional/universal HQT provision for pupils in their class – a whole school universal offer and provision map provides overview

CPD on the NASEN SEND handbook and EEF SEND in mainstream 5 a day principles delivered through staff meeting time. TA CPD (Scaffolding) in school hours.

Lesson observation, learning walks and pupil conferencing evidencing 5 a day in action throughout school.

Review TA deployment and additional SEND hours – ensure focussed and effective impactful support.

New website SEND page on school site with Policy IR Information on local offer as minimum.

APM with school Ed Psych and SENDCO carried out – Actions re SEN support and EHCP children – target needs re support services discussed - EP clinics pencilled in for the rest of the year.

SENCO Meet with Link Governor to update on data for SEND and progress and targets outlined in SEND action plan – feedback to FGB

Open appointment/coffee morning for parents to meet with SENCO trailed – air views and opinions ask questions seek additional support

### Term 4

INSET day term 3 start delivered (Memory and Dyslexia) – Impact of CPD monitored by HT lesson observation and SENCO monitoring

All IPPs are closely monitored and reviewed, updates shared with pupils and parents. Pupils should be making good or better progress towards targets.

## 1. SEND



Attendance data closely monitored for SEND children

Staff meetings x2 SEND focus – anxiety and masking TA training session in school hours

Access arrangements – evidence gathering for pupils who will need AA for Statutory assessments is being collated

April 23 Secondary school offers – begin to make contact with SENCOs at schools to arrange addition visits where necessary

Continued development of the SEND web page – meet with SEN parents to discuss needs and usefulness of information provided

SENCO pupil conferences – impact of IPPs and HQT

Y5 SEN EHP child/ren – next phase meetings scheduled

SENCO Meet with Link Governor to update on data for SEND and progress and targets outlined in SEND action plan – feedback to FGB

### Term 6

Parent survey questions analysis of responses re SEND

Attendance data closely monitored for SEND children

Staff meetings x2 SEND focus TA training session in school hours

All IPPs are closely monitored and reviewed, updates shared with pupils and parents. Pupils should be making good or better progress towards targets.

SEN Audit carried out with areas to be developed highlighted for inclusion in next SDP

Audit of CPD carried out – evaluations of Impact and next steps for whole school and individual development

SENCO Meet with Link Governor to update on data for SEND and progress and targets outlined in SEND action plan and areas to continue to develop 23-24 – feedback to FGB

Data analysis sees improved picture for attainment gap and progress good or better for all SEND children

Y6-7 transition arrangements – meetings with parents and pupils, next setting to ensure as smooth a transition as possible



## 2. Outdoor Learning / Forest School



To research the use of LOtC within school setting	To fully imbed LOtC, GC to have time to research and gain a better understanding of what is meant by LOtC and Forest School provision.	Research what is good practice. Find activities to support the LOtC	GC to be able to confidently lead Outdoor learning TD Day	Children to receive HQT of LOtC sessions run by their class teacher
All Subject Leaders/ Sub leaders will take responsibility to focus on research and share LOtC ideas and opportunities in their area of responsibility	<p>SL non-contact time for research</p> <p>SL monitoring to look for evidence of LOtC</p> <p>Staff encouraged to look out for pertinent courses make use of the LTL webinars on You Tube to help <a href="#">Learning through Landscapes - YouTube</a></p> <p>LOtC a weekly agenda item to share a resource, idea, successful lesson, training etc</p>	<p>Inset day 19<sup>th</sup> October:</p> <ul style="list-style-type: none"> <li>- Planning time for an activity by SL</li> <li>- Use of resources to plan a session for their class to undertake</li> </ul> <p>Use of Courses, Podcasts, webinars to support knowledge and teacher understanding</p>	<p>Feedback from teachers about sessions run.</p> <p>Questionnaire from children regarding their views on Outdoor learning</p>	<p>Lessons will be lead by SL and have developed the quality of the sessions over time. Children will have more outside learning opportunities that cover a range of foundation subjects.</p>
To provide staff with renewed impetus, ideas and motivation to plan and deliver LOtC	All staff inc TAs attend INSET day.	Websites and online and published materials	Teachers will have ideas time to plan and deliver LOtC opportunities in a whole	More LOtC sessions being implemented by teachers.

## 2. Outdoor Learning / Forest School



<p>within the school grounds and local area (walking distance)</p>	<p>Staff performance management targets to incorporate LOtC</p> <p>Staff to select courses that may be offered through the year pertinent to their individual needs overseen/approved by HT</p> <p>Subject leaders -monitoring outdoor learning as part of SL monitoring activities and plan into their staff meet time as scheduled</p> <p>LOtC a weekly agenda item to share a resource, idea, successful lesson, training etc</p>	<p>Webinars from Ltl</p> <p>Wilts LA training offer through Right Choice</p> <p>Staff meeting time INSET day 19<sup>th</sup> Oct</p> <p>Subscription to Ltl or Council for LOtC may be beneficial</p> <p>Learning through LAnscapes £30 P.a. <a href="#">Learning through Landscapes Membership   Learning through Landscapes (ltl.org.uk)</a></p> <p>LOtC membership £95 p.a. (£50 if Wilts LA is member)</p>	<p>variety of subjects in the school grounds and local area. Memorable learning experiences created/delivered</p> <p>Ideas shared developed and evaluated by teachers</p>	<p>Opportunities for those who find formal learning a challenge to succeed.</p>
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## 2. Outdoor Learning / Forest School



<p>EYFS continuous outdoor provision</p> <p>To build relationships between lookout nursery and School.</p>	<p>EYFS teachers have time to audit areas and provision.</p> <p>EYFS staff attend pertinent CPD offers</p> <p><a href="#">Creating An Inspiring And Challenging Outdoor Area (Online live)</a></p> <p>Develop an outdoor area where children are continually challenged and involved. Maintain purposeful pockets of play outside that encourage children to excel across the whole curriculum.</p> <p>Early Years Team</p> <p><b>22</b></p> <p>Tue, 22 Nov 2022 13:00 - 15:00Online</p> <p>Budget for consumables and loose parts, tinker tables etc</p>	<p>Inset and CPD</p> <p>Approached LOOKOUT re upcoming training.</p> <p>Source budget to allow for materials, activities and resources.</p>	<p>EYFS/SL to give feedback on CPD, Teachers to liaise about their usage of the outdoor areas.</p> <p>Regular update to the outside provision</p>	<p>Children to have the opportunities for play lead learning outside in a safe place.</p> <p>To encourage more engagement from both sides, to be seen as a community and not separate identities.</p> <p>Children following through from Nursery provision to Churchfields with share outdoor ethos and aims</p>

## 2. Outdoor Learning / Forest School



	Strengthen links with Nursery providers – joint sessions? Older pupils helping?			
Providing a suitable outdoor learning space.	To work alongside SLs and teaching staff, with support from possible outside agencies, on what provision should look like and how we can achieve this.	<p>Visit sites that have outstanding/ good provision to gain experience and ideas on how to provide suitable space.</p> <p>Use the resources from LOOKOUT to build on the outside space.</p> <p>Review of the areas used for outdoor learning, are they fit for purpose? Ensure all resources are usable and in good working order.</p>	<p>Staff and children to feedback provision.</p> <p>Beginning to develop HQ LOtC</p>	<p>Engaged pupils who are able to voice their thoughts and opinions of LOtC.</p> <p>Children evaluating sessions, having their voice taken on board.</p>

## 2. Outdoor Learning / Forest School



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### Milestones & Monitoring

*All monitoring of the below to be completed by subject leader unless otherwise stated.*

#### Term 2

SL to have had research time to be able to set out expectations and some activities for LOtC.  
 SL have had time to research LOtC in their curriculum area.  
 Tried activities with own class and fed back to staff through staff meeting weekly agenda item  
 Audit questionnaire baseline pupil and staff voice Inset delivered Oct 2022

#### Term 4

SL monitoring focus on LOtC opportunities and pupil voice/attitudes  
 Monitoring Class observation, learning walks, pupil voice  
 Staff meeting time has drip fed ideas from other SL and ethos and attitudes to LOtC embedding  
 Weekly at least opportunities taking LOtC

## 2. Outdoor Learning / Forest School



### Term 6

Evidence on website and through SL monitoring schedule of evaluation and impact of LOtC in curriculum subjects

Data analysis and attendance records may also provide some evidence of impact

Follow up questionnaire to compare with baseline in T1 attitudes and benefits

LOtC enhances several different areas of the curriculum every week. KEY FOCUS \_ Does the LOtC extend, enhance and encourage learning

### 3. Gender Imbalance (Teaching, Learning & Assessment)



<p>Girls are not achieving as well as boys within the school.</p> <p>The gender gap between those in Y1-6 at least at the expected standard for RWM is in favour of boys by 7%, 6% and 6%. Each child is worth 0.78%. Above expected, again percentages are in favour of boys by 7%, 1% and 13%.</p> <p>Ensure pupils (girls and boys) who are achieving at the GD/HA level, do so consistently in all areas (RWM combined); Ensure that pupils in KS1 reach their potential in writing at GD.</p>	<p>Address the gender imbalance which indicates girls may be underperforming across the school (referenced in Teaching, Learning &amp; Assessment action plan).</p> <p>Address weaknesses in year two pupils to ensure they those capable achieve the greater depth standard in writing; and ensure the more able pupils of the 21/22 Y2 cohort receive the necessary</p>	<p>Complete detailed analysis of all girls' data from 21/22 to identify specific children who have underachieved (or not achieved in line with boys).</p> <p>Focussed lesson observations on gender-based strategies.</p> <p>Identify and implement proven effective strategies to raise attainment and achievement of girls.</p> <p>Monitor impact of strategies and make further improvements.</p> <p>Conduct lesson observations to identify areas for improvement in provision for more able writers.</p> <p>Termly monitoring of MA pupils in current Y2 and Y3</p>	<p>Teaching demonstrates an awareness of gender issues, and addresses these so girls made progress in line with those nationally.</p> <p>Elimination of achievement gap between pupil groups, particularly girls and boys.</p> <p>100% of lessons observed are graded 'good' or better with 50% 'outstanding'.</p> <p>GD writing will be in line with GD for SPaG which gives an indication pupils are reaching their potential.</p>	<p>Positive progress measure in writing, reading and maths (indicating better than national progress) overall at the end of KS2.</p> <p>100% of pupils (including girls) make good progress within and between Key Stages.</p> <p>More able pupils achieve GD in writing.</p>
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### 3. Gender Imbalance (Teaching, Learning & Assessment)



THIS TARGET WILL BE ADDED TO IN RESPONSE TO INITIAL MONITORING WHICH IDENTIFIES ISSUES THAT EXIST

support to achieve GD writing in KS2.

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### 3. Gender Imbalance (Teaching, Learning & Assessment)



#### Milestones & Monitoring

*All monitoring of the below to be completed by subject leader unless otherwise stated.*

#### Term 1

Complete detailed analysis of all girls' data from 21/22 to identify specific children who have underachieved (or not achieved in line with boys).  
Focused lesson observations on gender-based strategies.

#### Term 2

Identify and implement proven effective strategies to raise attainment and achievement of girls (detail to be added later)

#### Term 4

Carry out monitoring to identify effectiveness of strategy implementation. Make adjustments for T5.

#### Term 5

Implement altered strategies.

#### Term 6

Final review and analysis.



