



Hemingford Grey
SCHOOL

Hemingford Grey Primary School Development Plan 2019-2020

Together Everyone Achieves More

Hemingford Grey Primary School - SDP

Our School Development Plan has been compiled as a result of discussions between all stakeholders: Headteacher, Governors, Staff, Parents and Pupils. In addition to our SDP, we have introduced a more thorough way of highlighting the priorities of our school-the key priorities will also be included in a Raising Attainment Plan to enable our monitoring of the key targets to become more focused and appropriate on a termly basis. We are very proud of what we do here at Hemingford Grey Primary School and of the way in which pupils, parents, staff and governors work together to provide the very best education that we can. We strongly feel that the SDP will set out exactly how to do this.

Kirsten Marriott - Headteacher and Danielle Jones - Deputy Headteacher

June 2019

The Fundamental Five

1. Reading - Maintain good outcomes and progress in reading across the school. To clarify the consistency in approach through the different stages of the school. Review the phonics teaching and how these skills are built upon to develop confident and fluent readers.
2. Technology - Use technology to enhance and support learning across the curriculum. To develop access to high quality technology which enables children to learn more effectively. To support staff CPD to ensure tech impact is sustained.
3. Wider Curriculum - Children experience and show awareness of their local community, national awareness and wider world as citizens now and in the future. Provide opportunities to develop a progression of knowledge, skills and understanding across the curriculum and through the learning zones and outside.
4. Wellbeing - The role of mental health lead will support children and staff to grow and learn; wellbeing for all is a priority. To develop a therapeutic approach to behaviour which considers mental health and wellbeing. PSHCE is embedded into the school curriculum.
5. Good to Great - Raise attainment of all pupils by supporting Quality First Teaching. Enable teachers to work efficiently and effectively to their highest standard to enable best outcomes for pupils through specific mentoring and coaching.

Reading

Led by: Danielle
Gaynor (FS/KS1) &
Vicki Read (KS2)

Tech

Led by: Kirsten
Marriott

Wider Curriculum

Led by: Kathryn
Honey

Wellbeing

Led by:
Danielle Jones
(Behaviour)
Michelle Parker (Mental
Health)
Sarah Askew (PSHCE)

Good to Great

Led by: Sarah Symons

Reading

Intent	
<p>Key priority/target: Maintain good outcomes and progress in reading across the school. To clarify the consistency in approach through the different stages of the school. Review the phonics teaching and how these skills are built upon to develop confident and fluent readers.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • Year 1 Phonics screening results remain in line or above national. • KS1 SATs results for reading remain in line or above national. • KS2 SATs results for reading remain in line or above national. • Consistent and progressive approach to the teaching of reading across the school. • Develop reading for pleasure through a range of reading material at home and at school.
Safeguarding	<p>Check reading volunteers have DBS checks, Induction to HGPS. SCR up to date.</p> <p>Check reading material has appropriate content</p>

Technology

Intent	
<p>Key priority/target: To use technology to enhance and support learning across the curriculum. To develop access to high quality technology which enables children to learn more effectively. To support staff CPD to ensure tech impact is sustained.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • Teachers access CDP on Apple Teacher • iPads purchased for shared use across school; Y5/6 1:3 • Infrastructure supports increased iPad use • Planning incorporates teaching of tech as a tool. • Planning incorporates tech as the tool for learning.

Safeguarding	<p>E-Safety for pupils, parents and carers.</p> <p>E-Safety training for staff</p> <p>Protective software/settings on all i-pads to restrict access to inappropriate materials and hacking.</p>
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Wider Curriculum

Intent	
<p>Key priority/target:</p> <p>Children experience and show awareness of their local community, national awareness and wider world as citizens now and in the future across the curriculum, through the learning zones and outside.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • British Values will be evident across school linked to assemblies, Big Question planning and theme work. • Develop oracy around citizenship. • Community, National and International weeks will support children's understanding of being global citizens. • Sing assemblies and 'Pause for Thought' will be planned alongside SLT to support children's understanding of the wider curriculum and world.
Safeguarding	<p>Risk assessments for outdoor learning, trips and visits.</p> <p>DBS for all adults as visitors, on trips and visits in school.</p> <p>Use EVOLÉ for trips.</p> <p>Attendance - monitor attendance on SIMs - track progress of pupils of concern on Classroom Monitor</p>

Wellbeing

Intent		
<p>Key priority/target:</p> <ul style="list-style-type: none"> • Healthy Bodies and Healthy Minds are ready to move to move and ready to learn. • The role of mental health lead will support children and staff to grow and learn; wellbeing for all is a priority. • To develop a therapeutic approach to behaviour which considers mental health and wellbeing. • PSHCE is embedded into the school curriculum. 		<p>Success Criteria:</p> <ul style="list-style-type: none"> • All staff, parents and carers, pupils, governors and school community understand the theory behind a therapeutic approach to behaviour. • Policy for behaviour reflects the therapeutic approach and is used as a working document. • Step On training is effectively delivered and implemented across school in line with the behaviour policy. • Comparative data on behaviour perspectives reflect the positive changes. • PSHCE is planned into the curriculum. • Survey data indicates that staff feel supported in their roles. • Survey data indicates that pupils show a high level of wellbeing in school. • Survey data indicates that parents and carers valued as part of the school community. • Develop the language and oracy around feelings
Safeguarding	<p>Safeguarding training all up to date - Safeguarding on every agenda for all meetings, inc governors, SLT and staff</p> <p>Healthy Relationships in PSHE curriculum</p> <p>Role of Pastoral Mentor - children knowing who to talk to and Sensory Room - Safe Space</p> <p>Track attendance of vulnerable groups</p>	

Good to Great

Intent		
<p>Key priority/target: Raise attainment of all pupils by supporting Quality First Teaching. Enable teachers to work efficiently and effectively to their highest standard to enable best outcomes for pupils through specific mentoring and coaching.</p>		<p>Success Criteria:</p> <ul style="list-style-type: none"> • Raising attainment - QFT • Pupils act on written (marking) and verbal feedback given to pupils helps them improve their learning. • Planning meets the needs of all learners • Measures have been put in place to increase achievement of those pupils in receipt of the pupil premium • Accurate assessment judgements are made and the assessment used to inform next step planning. • Teacher subject knowledge enables the curriculum to be delivered effectively
Safeguarding	<p>Vulnerable children tracked to ensure funding supports progress to develop positive life outcomes. Attendance - monitor attendance on SIMs - track progress of pupils of concern on Classroom</p>	