



*LUNSFORD PRIMARY  
SCHOOL DEVELOPMENT  
PLAN*

2023 – 2024

1. Leadership & Management	2. Quality of Education	3. Behaviour and Attitudes	4. Personal Development
<p><i>Long Term Focus- School Development continues and every stakeholder makes a significant contribution for leading change</i></p> <p><b>ASSESSMENT</b></p> <p>Rigorously monitor the effectiveness and impact of assessment information upon pupil progress</p> <p>Leaders ensure that all staff make effective use of assessment information to adapt learning across the curriculum for all pupils</p> <p>Leaders, including English and Mathematics subject leaders, to be explicit about expectations for supporting the lowest 20% of pupils</p> <p>Subject leaders are able to talk confidently about standards across the school in their subject, including identification of any vulnerable groups, what is in place to support them, and what impact this support is having.</p> <p><b>CURRICULUM</b></p> <p><b>PARENTAL ENGAGEMENT</b></p> <p>Develop our home-school links so that:</p> <p>Parents attend subject-based workshops</p> <p>Parents show increased engagement with supporting pupils' learning</p> <p>Parents gain increased understanding of the curriculum and feel more confident in supporting home learning.</p> <p>Parents feel confident in attending school-based subject workshops and in approaching school with questions etc. about learning.</p>	<p><i>Long Term Focus - A rich, exciting and engaging curriculum is delivered through good and outstanding teaching</i></p> <p><b>ASSESSMENT</b></p> <p>To implement an effective and purposeful assessment system for the foundation subjects. Link with L&amp;M targets.</p> <p><b>Quality First Teaching</b></p> <p>To ensure that mainstream core standards are embedded and used by all staff in supporting pupils, therefore ensuring that a culture of ambition for all is embedded across all year groups.</p> <p>Pupils with SEND continue to thrive and make good progress from their starting points.</p> <p><b>Reading</b></p> <p>To continue to promote reading throughout the school and a lifelong love of reading</p> <p>To embed Little Wandle teaching and embed catch up interventions</p> <p><b>Writing</b></p> <p>To improve outcomes in writing across both key stages with a particular focus on quality, content and stamina.</p> <p><b>EYFS/KS1/KS2 OUTCOMES</b></p> <p>At the end of the EYFS, a provisional target of 78% has been set for the number of children to receive a Good Level of Development.</p> <p>At end of KS1 at least 65% of children to achieve an expected level of attainment in RWM.</p>	<p><i>Long Term Focus - To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well being of each and every individual is a priority.</i></p> <p><b>Attendance</b></p> <p>To continue to effectively review and employ strategies that improve rates of attendance.</p> <p>To ensure that attendance for those who are pupil premium matches those who are non PP.</p> <p>To reduce persistent absentee attendance by 20%.</p> <p><b>Behaviour</b></p> <p>To ensure pupils consistently have highly positive attitudes and commitment to their education; they demonstrate the school's core values.</p> <p>To provide greater opportunities for pupil voice in evaluating and developing curriculum subjects.</p> <p>Behaviour demonstrated through:</p> <p>Ensure pupils can self- regulate by introducing zones of regulation</p> <p>Children use their emotional intelligence to help other pupils to self- regulate in school.</p> <p>To monitor and draw correlations of behaviour across the school to</p>	<p><i>Long Term Focus -To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the school and the wider community. To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice.</i></p> <p><b>Cultural Capital</b></p> <p>To promote an understanding and respect for differences through celebrating diversity within our school community throughout the curriculum – via texts, curriculum content, trips and visitors, theme days.</p> <p><b>Outdoor Learning/ Inspiration Days/ Extra Curricular activities</b></p> <p>Continue to increase in participation of lunchtime and after school clubs especially in selected groups (SEN/ PP).</p> <p><b>Wellbeing</b></p> <p>To enhance the emotional wellbeing support available to pupils, family and staff.</p> <p><b>Nurture UK</b> – supports QfT and learning, promoting healthy outcomes for children, focusing on social and emotional needs and development alongside academic learning.</p>

<p>Parents have an accurate understanding of their child's attainment and progress and understand how they can support their child at home.</p> <p><b>WELLBEING</b></p> <p>Staff feedback around well-being is collated and analysed by the Senior Leadership Team; Establish staff well-being working party (rather than just SLT leading).</p> <p>Staff are enabled to identify areas in which they feel that increased training is needed.</p> <p>Strengths of staff team are capitalised upon, sharing good practice with team for improvement of all. Planned events support/promote staff well-being and enable good work/life balance.</p> <p>Programme of CPD for any new subject leads in place. Governors have succession plan in place.</p> <p>Embed partnership/links with local schools</p>	<p>9% to achieve an exceeding level of attainment in RWM .</p> <p>At KS2 at least 70% of children to achieve expected levels in Reading, Writing and Maths.9% of children to achieve an exceeding level of attainment in all key areas</p> <p>90% pass rate of Phonics Screening test with 95% passing phonic screening test in Y2</p>	<p>identify key behaviours that reoccur.</p> <p>Using CPOMS gather data analysis of all types of behaviours to identify as a school if there are specific behaviours we need to look at addressing further.</p> <p>Reviewing the data analysis using CPOMS.</p>	<p><b>Pupil Voice</b> (links with B&amp;A)</p> <p>School will continue to develop children's opportunities for leadership, collaborative working and understanding of their voice impacting school life and effecting visible change.</p>
<p><b>5. Effectiveness of the Early Years Provision: Quality &amp; Standards</b></p> <p><b>HIGH EXPECTATIONS IN CURRICULUM AND OUTCOMES THROUGH IMPLEMENTATION OF EYFS FRAMEWORK.</b></p> <ul style="list-style-type: none"> <li>Promote <b>engagement</b> with and use of Tapestry by parents/carers, and leaders across the school, as a quality record/ indicator of learning.</li> <li>Strengthen the use of the <b>outdoor learning area</b>, across EYFS, so that provision is exemplary and best practice is developed</li> <li>Specifically promote <b>attendance</b> within EYFS so that children attend school regularly and attendance, within this phase of learning, matches the rest of the school.</li> <li>Ensure newly introduced wider <b>curriculum topics</b> are effectively embedded and are actively providing the foundations for NC learning.</li> </ul>	<p><b>6. Highly Effective use of school resources.</b></p> <p><i>Long Term Focus - Full value for money is achieved and resources are used effectively</i></p> <p>Investigate and secure further sources of funding to support additional projects in school: Development of Forest School Learning Area and Wellbeing areas</p> <p>To ensure value for money from funding:</p> <ul style="list-style-type: none"> <li>PE Sports Premium</li> <li>Pupil Premium</li> </ul>		

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Provide support for EYFS staff so that they are skilled in the early identification of <b>SEND</b> and that they can adapt the curriculum effectively and ensure effective and timely <b>interventions</b>.</li></ul> |  |
|---|--|

78% GLD Provisional Target

Ofsted recommendations:

Some staff teaching phonics do not model sounds with complete precision. This means that some pupils may not learn to decode accurately to become fluent readers. Leaders should ensure that all staff model sounds with complete accuracy to help all pupils achieve well in reading.

In some areas of the curriculum, assessment is not fully embedded. Teachers may not fully know what pupils have learned and what still needs to be taught. Teachers must ensure that assessment is used effectively in every subject to ensure that pupils know and remember more across the whole curriculum.