



St Mary & St John CE Primary School Development Plan (SDP)

Vision

Let all that you do be done in love.

1 Corinthians 16:14

As a Church of England Primary School, we are committed to making St Mary & St John an inclusive environment, fostering curiosity, spirituality, creativity and respect. At our school we want everyone to be valued, to explore the joy of learning, and to achieve their full potential.

Mission

Our core values:

- Love – love of learning, love of others, love of the world around us.
- Respect – developing positive relationships and a desire to protect the environment. We respect and value differences.
- Empathy – through restorative approaches to relationships, we want to show kindness and compassion as we seek to understand others.
- Courage – being brave as we model risk taking and mistake-making.
- Aspiration – being ambitious in all we do, with no ceiling on learning.
- Curiosity – through creative approaches, we are encouraged to ask questions, fostering a desire to explore the world around us, to develop our learning further.

Ethos

Children at St Mary and St John celebrate the richness of diversity within our school community. They are confident, empathetic, and resilient, able to take measured risks with a sense of self-belief. We strive to empower the children at school, motivating them in an environment where they feel valued and understand the power of being inquisitive. When they leave us, they will be enthusiastic life-long learners who are ambitious, courageous and able to build positive, healthy relationships.

OBJECTIVES FOR [INSERT YEAR]	
Achievement gap issues	
Objective 1	To develop confident subject leaders who contribute to a broad and balanced curriculum with strong outcomes in all curriculum areas.
Objective 2	To develop rigorous assessment procedures to track progress.
Objective 3	To develop a school culture of inclusion and aspiration, with well-being at its core.
Objective 4	To develop a fluid working relationship with Comper School, providing quality learning experiences for all children from FS to Y6.

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OBJECTIVE 1 Curriculum

To develop confident subject leaders who contribute to a broad and balanced curriculum with strong outcomes in all curriculum areas.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
1.1 Develop the role of subject coordinators in all subjects	Autumn Term 2021 – Autumn Term 2023	Subject Leaders	Meeting time CPD Cover for subject leaders to be released to spend time in lessons.	Curriculum Committee: Dec, March, July	Year 1: Subject leaders to have action plan, subject overviews with clear progression of skills and knowledge Year 2: Triangulation of examples of work in all subjects, lesson observations
1.2 Subject coordinators to monitor the performance of core subjects	Autumn Term 2021 – Autumn Term 2023	Subject Leaders	Cover for subject leaders to be released to spend time in lessons.	SLT Governors: Y1- Governors to see trackers, Y2- % of WA and GD shared	Year 1: developing assessment trackers Year 2: % of WA and GD children known by subject leaders
1.3 Develop foundation subjects to provide a rich, broad, and balanced curriculum	Autumn Term 2021 – Autumn Term 2022	Subject Leaders	Meeting time National Curriculum Partnership meetings with other subject leaders	Verbal update to Curriculum Committee: Dec, March, July	High quality input in staff meetings Increased confidence in subject leadership show in subject folders Deep Dive discussions give insight into classroom practice
1.4 Introduce a remote learning platform for homework and home-learning when children are isolating	Autumn Term 2020	Class Teachers	Purple Mash (£5000 over 2 years for a 5-year subscription) CPD Espresso £2000 pa	SLT Update to governors verbally – usage report	Children's learning uninterrupted by isolation periods High quality, relevant homework to consolidate and extend learning in school Parents able to support children with home learning

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OBJECTIVE 2 Assessment

To develop rigorous assessment procedures to track progress

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
2.1 Identify gaps in learning as children enter the new curriculum for their year group	Autumn Term 2021	Class Teachers	Additional resources: Purple Mash, Times Table Rock Stars etc.	SLT Pupil Progress Meetings Verbal update to Curriculum Govs	Teachers aware of target children and interventions in place to make at least good progress
2.2 Introduce an assessment system to track children's progress in Reading, Writing and Maths across the school	Autumn Term 2021	Teachers SLT	New tracking system - Fisher Family Trust / Integris Moderation time	SLT – termly Curriculum Committee: Dec, March, July	Pupil progress meetings show progress tracked, monitored and data analysed. Trends identified
2.3 Investigate assessment for non-core subjects to demonstrate progression	Start in Autumn 2021 to be running by Autumn 2023	Subject Leaders SLT	Time for staff training	Subject Leaders Curriculum Committee: July 2022 Termly updates	Trends identified in all subjects. Y1: assessment trackers Y2: % of WA and GD known
2.4 Develop a progress and assessment measure to track children from Reception to Y6	Autumn Term 2021	SLT at SSMJ and Comper	Time for visits between sites Training	SLT at SSMJ and Comper Standing item at governing meetings	Clear coherent assessment between FS and Y1 Progress tracked for all children
2.5 Moderate assessment across year groups throughout the academic year	Summer 2022	Teachers	Staff meeting time Supply	SLT Termly	Accurate assessment. Formal assessments used to inform moderation.
2.6 To set aspirational targets based on assessment	Dec, March, July	Teachers SLT	Supply cover	SLT – termly <i>Let all that you do be done in love...</i>	No ceiling on learning for children. All children and adults are ambitious to make progress.

outcomes for all children in Reading, Writing and Maths		Monitor key groups and individual children in pupil progress meetings		Curriculum Committee: Dec, March, July	
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OBJECTIVE 3 Wellbeing and Behaviour

To further develop a school culture of inclusion and aspiration, with well-being at its core.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
<p>3.1 Provide children with opportunities to experience awe and wonder, exploring what spirituality means for them across the curriculum (SIAMS March 2016) and strengthen our relationship with our church</p>	<p>Summer 2022</p>	<p>Teachers Collective Worship Leader</p>	<p>Prayer Spaces Visits to church</p>	<p>SIAMS Team SLT Collective Worship Leader Post-activity assessment/question response (pupil voice)</p>	<p>Children's assessment responses show an increased ability to articulate what they think and believe (SMSC)</p>
<p>3.2 Embed our restorative approach to behaviour and consolidate links to the wider behaviour policy</p>	<p>Summer 2022</p>	<p>Teachers SLT</p>	<p>CPD – training (Teachers and TAs)</p>	<p>SLT Updated Behaviour Policy Behaviour Working Group</p>	<p>High standards for all pupils and staff, communicating consistent expectations across the school</p>
<p>3.3 Use the outdoor space to increase physical activity and find opportunities for outdoor learning across the curriculum</p>	<p>Autumn 2021</p>	<p>Subject leaders Teachers</p>	<p>Ensuring areas outside of safe in all weathers Equipment safety checks</p>	<p>Subject Leaders SLT Gobs updated with examples of OL in different subjects and year groups</p>	<p>Increased outdoor activity and physical activity to improve wellbeing and positive mental health</p>
<p>3.4 To promote and develop positive mental health and wellbeing for all staff and pupils.</p>	<p>Autumn 2023</p>	<p>Wellbeing Leaders Teachers and wider staff</p>	<p>ELSA training for Tas CPD for staff</p>	<p>SLT Wellbeing Ambassador FGB: termly</p>	<p>An SSMJ wellbeing strategy to be developed to</p>

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OBJECTIVE 4 Leadership and Management

To develop a fluid working relationship with Comper School, providing quality learning experiences for all children from FS to Y6.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
4.1 Communicate regularly between both sites	Autumn 2022	SLT	Time spent in each school and cover needed	SLT - fortnightly	Fortnightly LT meetings Budget meetings Visits between sites
4.2 Share good/best practice to aid transition	Autumn 2022	Teachers SLT	Cover to release teachers to visit other schools	SLT - termly FGB: Dec, March, July	Staff sharing in CPD Visits between sites to use best practice in both schools Smooth transition for children as they move from FS to Y1
4.3 Monitor and moderate children's work between Foundation Stage and Year 1	Autumn 2022	SLT Termly – FS and KS1 teachers	Time in meetings or cover if in the school day	Termly – FS and KS1 teachers SLT FGB	Accurate assessment of children
4.4 Develop a coherent approach to phonics teaching across FS and KS1	Autumn 2021- Autumn 2022	Literacy Team KS1 and FS teachers	New accredited phonics scheme (£2000) CPD	Literacy Team SLT Curriculum committee	Children across FS and KS1 receiving high quality phonics input resulting in high outcomes and higher confidence in reading and writing

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