

Blossom Federation

Daubeney, Sebright and Lauriston



Lauriston School

School Development Plan 2024 - 2025

School Development Plan 2024 - 2025 Contents

1. School Development planning process

2. School Development Priorities

3. School Development on a Page

4. School Development Priorities

SDPI - [Continue to improve outcomes for the lowest attaining pupils \(30%\) across all core subjects](#)

SDP 2 - Establish a library/Learning Resource Centre to enhance curriculum development

SDP 3 - Continue the development of leadership at all levels

SDP 4 - To develop the oracy skills of pupils to enhance their critical thinking, justification and explanation of ideas across the curriculum.

SDP 5 - To further improve writing outcomes

Daubeney Primary

The School Development Plan Process 2024-2025

Each year the staff, children and governors review the progress we have made and identify areas of focus for continued Development for the future. This self-review and evaluation is part of our ongoing school Development cycle and helps us to devise the 'School Development Plan' or SDP.

The SDP runs in with the academic year from September 2024 – July 2025. Throughout the year there will be updates about our progress on the School Development Plan and it is very important that all members of the school community have the opportunity to contribute towards this plan. All parents, staff and school governors are asked to contribute, as of course are the children.

Other areas which contribute to the School Development Planning Process:

- school data and assessment indicators
- key under performing groups

- trends and suggestions from our stakeholder questionnaires
- objectives as set by Hackney Education
- issues which have arisen from our own monitoring of teaching and learning
- our own strategic direction for the school e.g. Forest Schooling etc.

The plan is then formulated using this information. The purpose of the school Development plan is to review and evaluate the impact of the previous year's developments, identify key areas for school Development and to outline the action to be taken in key areas.

Governors and the School Development Plan

The monitoring of the School Development Plan is delegated to Governing Body committees:

- The Curriculum and Standards Committee monitors curriculum related matters. Subject Leaders may make presentations to the committee and the termly report updates governors on the progress made in these areas. There are governors with areas of responsibility such as English, Maths and Safeguarding. These governors are asked to make a visit to the school to meet with leaders and to present a short report about their visit to the Committee.
- The Finance & Staffing Committee monitors Staffing and personnel decisions. They review the links between School Development, CPD, Teaching and Learning and pay as part of a rigorous appraisal circle.

The Executive Head Teacher and Heads of School will meet with the Local School Committee chairs to share the planning stages of this document, their ideas and developments.

School Development Planning 2024-2025

Task	Start Date	Person Responsible	Consultation process	Completion Date
Steering overall process	Spring 2 / Summer 1	Robin Warren	HoS Meeting Senior Leadership Meetings	April 2025 onwards
Federation SLT Meeting to review process	April 2025	Robin Warren	Federation SLT Meeting	April 2025
Children's Questionnaire circulation	May & June 2025	Seema Bibi	SLT Meeting	June 2025
Staff Questionnaire circulation	May & June 2025	Jatin Shamji Lorraine Groom	SLT Meeting	June 2025
Parents & Carers Questionnaire circulation	May & June 2025	Robin Warren Heads of School	SLT Meeting	June 2025
Collating information for planning of SDP	July 2025	Robin Warren & SLT's	School Self Review Process Leadership Team Meetings	July 2025
Analysis of EYFS, Phonics, SATS and MTC Data to inform priorities	July 2025	Assessment Leads	SLT Meetings	July 2025
Deciding priorities and aims within SDP	July 2025	Senior Leadership Teams	Responding to indicators plus Questionnaires to staff, parents and carers, governors and children EYFS, KS1 & KS2 data etc	July 2025
Drawing up draft SDP action plans	July 2025	Senior Leadership Teams	Senior Leadership meetings	July 2025

Current SDP Evaluated and summary report completed	July 2025	SDP Nominated Lead	Senior Leadership Meetings	July 2025
Meet with Local School Committee chairs	July 2025	Robin Warren Heads of School Local School Committee chairs	LSC's in Autumn Term	July 2025
Other In-Year Data analyses to inform final draft	July/August 2025	Assessment Leads	Senior Leadership Meetings	August 2025
Draft Ready to inform September INSET SDP Presentation	August 2025	Robin Warren Heads of School Nominated member of SLT	SLT's	Sept 2025
SDP Headlines communicated to staff, parents and Governors	September 2024	Robin Warren	SLT's	Sept 2024
SDP Objectives published in all school communal areas	September 2024	Heads of School	SLT's	Sept 2024
Edit	September 2024	Nominated Member - SLT	Senior Leadership Team	Sept 2024
Producing and circulating written plan to staff and governors	September / October 2024	Nominated Member of SLT	Staff INSET GB Meeting	September /October 2024
Subject Leader/Team Action Plans	October 2024	Heads of School	SLT's	Half Term
SDP shared with LSC's	Termly	LSC	LSC	Termly

SDP Newsletter Published	October 2024 February 2025 June 2025	Robin Warren & Nominated Member of SLT	EHT	Termly
SDP Review	Termly	Heads of School Nominated Member of SLT		Termly
Questionnaires to staff, pupils and families...cycle begins again	Summer Term	SLT	Headteacher	Summer Term

School Improvement Indicators

School Data & Assessment	Teaching & Learning	Staffing
• Raise attainment in EYFS to ensure majority of children achieve a GLD and attainment is above local and national averages. • Raise attainment in Y1 phonics outcomes and KS2 SATs to ensure majority of children achieve standard, and attainment is	• Improve quality of teaching in maths for lowest 30% • Improve quality of teaching in reading for lowest 30% • Improve quality of teaching in writing (including handwriting) for lowest 30%	• Induction of new Safeguarding Team • Ensure new admin structure is implemented effectively • Induction of new Pastoral Lead model

above local and national averages. • Narrow PPG gap in all statutory assessments • Maintain or improve pupil trajectory from KS1 to KS2	• Implement Forest School curriculum • Revise Y1 curriculum to be more integrated • Pilot Y1 integrated learning model in one Y2 class • Raise standards of T&L so that there is an increasing number of 'outstanding' teachers • Ensure actions from 2023 OFSTED inspection are fully met and exemplified	• Embed appraisal system to have greater impact on pupil outcomes and staff well-being • Utilise HTSA CPD package • SLT & SMT complete NPQ courses
Questionnaires	Strategy	Premises
• Improve parental engagement • Improve pupil engagement & well-being • Revise communications • Improve staff wellbeing	• Implementation of new appraisal procedures • Improve links with parent community	• Development of OPAL initiative • Development of cafe area • Development of garden classroom/use of Hop garden • Re-introduction of a library (learning resource center).

School Development Priorities Poster

This document outlines how all leaders will work towards achieving our *School Development Priorities* and the actions to achieve them. Each of these priorities are allocated CPD/INSET time throughout the year and are the focus of whole school monitoring and learning walks during the year. Outside reviews of the school will also focus on these priorities and the progress we are making towards them e.g. Hackney Education SIP Process, Internal monitoring of teaching and learning, feedback from subject leaders, cross federation development work etc.

The School Development priorities (SDP) for the academic year **2024 - 2025** are:

1. Continue to improve outcomes for the lowest attaining pupils (30%) across all core subjects
2. Establish a library/Learning Resource Centre to enhance curriculum development
3. Continue the development of leadership at all levels
4. To develop the oracy skills of pupils to enhance their critical thinking, justification and explanation of ideas across the curriculum.
5. To further improve writing outcomes

School Development Priority I

Continue to improve outcomes for the lowest attaining pupils (30%) across all core subjects

Rationale	What's already happening	What is going to happen?
- A third of the children are not reaching expected standard in reading, writing and maths in most year groups. - The barriers to those achieving standard are addressed - Leaving primary education with the skills and knowledge they need for secondary - To improve outcomes in statutory tests - To prepare pupils for the next stage of their formal learning journey	- Whole class reading approach in KS2 (DSR in KS1) - 1:1 reading interventions (KS2) - Opportunities to discuss text and develop reading skills - Subject lead working with HE literacy advisor (KO) - Improved book corners to encourage reading for pleasure. - All children have been benchmarked to accurately group children for DSR. - Home reading routines embedded. Year 1 children take home 1 book at level, 1 book above and one phonics	- Action 1 Teachers to ensure that they read 1:1 with all children – focus on lowest 30% (EL). - Action 2 - Targeted intervention – 1:1 reading with an adult/parent volunteer (EL). - Action 3 - SA and KL to attend HE DSR Forums (EL). - Action 4 - SLT/SMT to read/have conversations with children about reading (EL). - Action 5 - CPD for teachers on comprehension and modelling written answers/exam techniques Spring 1 (EL). - Action 6 - To develop a literacy team (EL). - Action 7 - Quality assure interventions (EL) - Action 8 - Family Phonics Workshops delivered by Sultana (EL).

- Small focused group oral comprehension linked to **Teachers to ensure that they read 1:1 with all children – focus on lowest 30% (EL).** linked to Colourful Semantics.
- DSR questioning and daily story time discussing text

- **Action 9** – Focus on target year groups - y3&4 (EL).
- **Action 10** - Planning and marking support from maths lead (LC)
- **Action 11** - Times tables progression highlighted in each class. The times tables weekly tests are now compulsory in Y2-Y6. (LC)
- **Action 12** - Ensure pupils in Y3 and Y4 make good or accelerated progress, particularly those working towards expected standards for their respective year groups. (LC)
- **Action 13** - Utilise Ms Aneta as maths specialist to reduce class sizes and therefore allow teachers more time to feedback and work with lowest 30% (LC)
- **Action 14** - Collaborate with VK to set up early interventions in the form of before school boosters and interventions in the afternoon (LC)
- **Action 15** - Team teach or model maths lessons (LC)
- **Action 16** - Consistent use of recap quizzes in science lessons to assess prior learning (VK).
- **Action 17** - Art to support lowest 30% in literacy to engage with writing topics/books (AS)
- **Action 18** - Embed the Blossom Phonics Programme in EYFS (SB)

		- Action 19 - All children bar children with SEND to achieve GLD (SB) - Action 20 – Gift of Reading programme (SLT) - Action 21 - Embed the L30 policy (SLT)
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Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
Action 1 Teachers to ensure that they read 1:1 with all children – focus on lowest 30% (EL).	- CPD delivery by subject lead - ongoing. - Teachers to plan explicitly for this activity - Subject lead to quality assure planning.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Regular INSETS and CPD for training Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 2 - Targeted interventions – 1:1 reading with an adult/parent volunteer (EL).	- CPD delivery by subject lead ongoing. - Subject lead to quality assure interventions. - Securing parent volunteers	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback

Action 3 - SA and KL to attend HE DSR Forums (EL).	- Teachers to lead more pre & post school interventions. - Seeking the support of parents to ensure pupil attendance at pre & post school interventions - Incorporating leading an intervention into teachers' appraisal targets	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Regular INSETS and CPD for training Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teacher appraisals Teachers and LSA's CPD feedback
Action 4 - SLT/SMT to read/have conversations with children about reading (EL).	- SLT to have timetabled reading sessions with identified pupils. - Phase leads to conduct reading record monitoring alongside formal conversations re: reading. - Informal conversations in passing. - Weekly Storytime assemblies.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews Parent questionnaire feedback	Parent interviews Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 5 - CPD for teachers on comprehension and modelling written answers/exam techniques Spring 1 (EL).	- CPD delivery by subject lead - ongoing. - Subject lead to support teachers by team planning; model teaching; team teaching.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Regular INSETS and CPD for training Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives

			Teachers and LSA's CPD feedback
Action 6 - To develop a literacy team (EL).	- Subject to create a team from various members of staff, both teachers and LSA's. - Regular scheduled meetings with a focus on meeting literacy action plan objectives.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Regular INSETS and CPD for training Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback See literacy action plan
Action 7 - Quality assure interventions (EL)	- Subject lead to support LSA's by team planning; model teaching; team teaching. - Subject lead to quality assure interventions.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Regular INSETS and CPD for training Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback See litearcy action plan
Action 8 - Family Phonics Workshops delivered by Sultana (EL).	- Subject/phonics lead to support teacher by team planning; model teaching; team teaching. - Subject/phonics lead to quality assure interventions.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits

			HE ODR visits Federation SLT Deep Dives Teacher's feedback Parental feedback See literacy action plan
Action 9 – Focus on target year groups -y3&4 (EL).	- CPD delivery by subject lead - ongoing. - Phonics Lead to support teachers and LSA's by team planning; model teaching; team teaching. - Subject lead to quality assure interventions. - Subject lead to deliver interventions.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback See literacy action plan
Action 10 - Planning and marking support from maths lead (LC)	- Subject lead to support teachers by team planning; model teaching; team teaching.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 11 - Times tables progression highlighted in each class. The times tables weekly tests are now compulsory in Y2-Y6. (LC)	- Identifying vulnerable pupils. - Collaborate with Y4 teachers and support with planning and implementation of	Termly assessment data Pupil interviews Parental attendance at workshops	Book monitoring Learning walks Termly assessment data Pupil interviews

	interventions		PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 12 - Ensure pupils in Y3 and Y4 make good or accelerated progress, particularly those working towards expected standards for their respective year groups. (LC)	- CPD delivery by subject lead-ongoing. - Subject lead to compile a teacher peer observation rota. - Subject lead to support teachers by team planning; model teaching; team teaching. - Subject lead to quality assure interventions.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 13 - Utilise Ms Aneta as maths specialist to reduce class sizes and therefore allow teachers more time to feedback and work with lowest 30% (LC)	- Identifying pupils in collaboration with Y3 teachers. - Collaborate with Y3 re: planning and implementation of interventions	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 14 - Collaborate with VK to set up early interventions in the form of before school boosters and interventions in the afternoon (LC)	- Identifying pupils in collaboration with Y6 teachers. - Collaborate with Y6 teachers and support with planning and	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring Learning walks Termly assessment data Pupil interviews PPR

	implementation of interventions - Timetable interventions and inform parents		HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 15 - Team teach or model maths lessons (LC)	- CPD delivery by subject lead-ongoing. - Subject lead to compile a teacher peer observation rota. - Subject lead to support teachers by team planning; model teaching; team teaching.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 16 - Consistent use of recap quizzes in science lessons to assess prior learning (VK) .	- CPD delivery by subject lead-ongoing. - Subject lead to compile a teacher peer observation rota. - Subject lead to support teachers by team planning; model teaching; team teaching.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 17 - Art to support lowest 30% in literacy to engage with writing topics/books (AS)	- CPD delivery by subject lead-ongoing. - Subject lead to model exemplars/usur teachers towards exemplars - Subject lead to support	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits

	teachers by team planning; model teaching; team teaching.		HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 18 - Embed the Blossom Phonics Programme in EYFS (SB)	- CPD delivery by subject lead &/or phonics lead - ongoing. - Subject lead to compile a teacher peer observation rota. - Subject/phonics lead to support teachers by team planning; model teaching; team teaching. - Subject/phonics lead to quality assure interventions.	Bespoke EYFS CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 19 - All children bar children with SEND to achieve GLD (SB)	- CPD delivery by EYFS lead-ongoing. - EYFS lead to support teachers by team planning; model teaching; team teaching. - EYFS lead to quality assure interventions.	Bespoke EYFS CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 20 – Gift of Reading programme (SLT)	- SLT to have timetabled reading sessions with identified pupils. - SLT to conduct reading record monitoring alongside formal conversations re: reading.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits

	- Informal conversations in passing.		Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 21 - Embed the L30 policy (SLT)	- SLT to share L30 policy with staff - CPD delivery by SLT, HE or other - ongoing. - SLT to model exemplars/usur teachers towards exemplars - SLT to support teachers by enacting and modelling policy e.g. conversations with parents, phone calls home, post card homes, etc.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring Learning walks Termly assessment data Pupil interviews PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback

School Development Priority 2

Establish a library/Learning Resource Centre to enhance curriculum development

Rationale	What's already happening	What is going to happen?
- To support pupils develop their research skills using various media (e.g. books and IT) - To develop a 'read for pleasure' culture within our pupils - To create a space that can support the learning of the foundation subjects	- Library books sourced - Library identified as the focus of Daubeney Village PCTA fundraising for 24-25 (Touch Table and VR headsets desired) - Library installed	- Action 1 - Library/resource centre to installed by BookSpace 27.9.24 (EL). - Action 2 - Books to be organised onto shelves (EL). - Action 3 - Rota/timetable of sessions for teachers to take classes (EL).

- To create a space for pupils to research/discover their passions		- Action 4 - Library lunchtime club once a week (EL). - Action 5 - Work with JLT to keep it tidy and organized (EL). - Action 6 - All computing curriculum resources and IT devices are audited, monitored, maintained and systems in place for pupil use (JP)
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Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
Action 1 - Library/resource centre to be installed by BookSpace 27.9.24 (EL).	- EL to lead on preparing the space to receive shelving and books - EL to lead on liaising with installation company. - EL to liaise with DC where necessary - EL to lead on identifying books for shelves.	Completed installation Pupil interviews	Learning walks Pupil interviews HE SIP visits HE ODR visits

	- EL to create a plan for books that cannot be accommodated in the library.		
Action 2 - Books to be organised onto shelves (EL).	- EL to lead on identifying books for shelves. - EL to create a plan for books that cannot be accommodated in the library. - EL to liaise with adults (staff and parents) to assist with filling shelves	Completed installation Pupil interviews	Learning walks Pupil interviews HE SIP visits HE ODR visits
Action 3 - Rota/timetable of sessions for teachers to take classes (EL).	- EL to collaborate with class teachers to identify a slot in class timetables to visit the library. - EL to create a whole school library timetable	learning walk feedback	Class timetables Library timetable Learning walks Pupil interviews Teachers and LSA's feedback
Action 4 - Library lunchtime club once a week (EL).	- EL to add this to the library timetable. - EL to lead or identify lead for this club - EL to collaborate with JLT to create a charter for the lunchtime library club	CPD & INSET sessions learning walk feedback	Library timetable Learning walks Pupil interviews Teachers and LSA's CPD feedback
Action 5 - Work with JLT to keep the	- EL to lead on creating	Scheduled JLT meetings/agenda	Learning walks

library tidy and organized (EL).	timetable for this. - Members of literacy team to support EL with this action.	learning walk feedback	Pupil interviews HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 6 - All computing curriculum resources and IT devices are audited, monitored, maintained and systems in place for pupil use (JP)	- Introduce a Federation Computing lead - JP to lead on audit - JP to liaise with RR as per Computing action plan	CPD/INSET sessions Book monitoring and learning walk feedback	Regular INSETS and CPD for training PPR HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback

School Development Priority 3

Continue the development of leadership at all levels

Rationale	What's already happening	What is going to happen?
- We need to develop staff leaders of the future - We need to develop pupils' leadership skills - Staff leaders leading from the middle will significantly increase the capacity for positive impact on pupil outcomes - Subject leaders leading from the middle are able to secure subject accreditation - Subject leaders leading from the middle will	- Junior subject teams established in school culture - School Council established in school culture - Ambassadors (Prefects) established in school culture. - Subject leaders in post - All of SLT enrolled on NPQ programmes - New appraisal system identifies explicit leadership target for teachers	- Action 1 - To implement a Junior Anthropology Team (HP). - Action 2 - Develop a visible junior science team who will help promote science through pupil voice. (VK) - Action 3 - Recruit new members of the Junior mental health team (SB) - Action 4 - Begin the next step in our Arts

become school leaders of the future - Strong leadership at all levels (SLT, SMT, class teachers, LSA's, pupils, governors and parents) increases the likelihood of outstanding practice and outstanding provision here at Daubeney.	- Identified staff will access HTSA training - Yasmin Ali recognised as an exemplary practitioner of Project Reader by Hackney Education - Sevcan Korbay recognised as Phonics Lead - Aneta Mauer-Slusarczyk is recognised as a maths specialist	Mark award journey (AS) - Action 5 - Continue to develop Daubeney curriculum to ensure strong Art and Design and DT cross curricular links from EYFS up to Year 6 (AS) - Action 6 - Continue Art Team (Juniors club) to support with assemblies/artistic activities around the school (AS). - Action 7 - Act as a role model of excellent classroom practice for all other teachers re: displays (SP) - Action 8 - Establish Junior OPAL team (SB) - Action 9 - To develop HLTA to support with leading IT and Computing (JP) - Action 10 - Develop the digital leader junior team (JP) - Action 11 – SLT enrolled on various NPQ programmes –(GL) - Action 12 – Identified teachers enrolled on UCL ECT class mentor programmes – (CG) - Action 13 – UPS teachers to have a greater and more visible impact beyond their classrooms/subject leadership. (GL)
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Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
Action 1 - To implement a Junior Anthropology Team (HP).	- Subject lead to liaise with class teachers to identify junior team	Number of scheduled JAT meetings/agenda	Learning walks Pupil interviews

	- members - Subject lead to timetable scheduled meetings and set agenda alongside junior team members - Subject lead to facilitate Junior team action plan	learning walk feedback Visible presence in classrooms Visible presence in assemblies Visible presence on website	HE SIP visits HE ODR visits
Action 2 - Develop a visible junior science team who will help promote science through pupil voice. (VK)	- Subject lead to liaise with class teachers to identify junior team members - Subject lead to timetable scheduled meetings and set agenda alongside junior team members - Subject lead to facilitate Junior team action plan	Number of scheduled JST meetings/agenda learning walk feedback Visible presence in classrooms Visible presence in assemblies Visible presence on website	Learning walks Pupil interviews HE SIP visits HE ODR visits
Action 3 - Recruit new members of the Junior mental health team (SB)	- Subject lead to liaise with class teachers to identify junior team members - Subject lead to timetable scheduled meetings and set agenda alongside junior team members - Subject lead to facilitate Junior team action plan	Number of scheduled JMHT meetings/agenda learning walk feedback Visible presence in classrooms Visible presence in assemblies Visible presence on website	Learning walks Pupil interviews HE SIP visits HE ODR visits
Action 4 - Begin the next step in our	- Send out surveys to parents,	Learning walks	Feedback from Art lead

Arts Mark award journey (AS)	staff and children to help identify next steps - Check the qualifying criteria regularly to assess progress and next steps - Create a document outlining a pathway for the next 2 years which will lead to the platinum artsmark award.	Book monitoring Arts mark qualifying criteria (progress made against these)	Book monitoring Learning walks Pupil feedback HE SIP visits HE ODR visits
Action 5 - Continue to develop Daubeney curriculum to ensure strong Art and Design and DT cross curricular links from EYFS up to Year 6 (AS)	- Liaise with federation leads at Lauriston and Sebright to design a curriculum that is engaging and inspiring - Continue to monitor books for evidence of cross curricular art - Book look opportunity to show evidence and best practice	CPD/INSET sessions weekly learning walk feedback Weekly SCERTS assessment data Termly assessment data Parental feedback Activity samples moderated with EYFS and Literacy and numeracy leads to quality assure provision	Book monitoring Learning walks HE SIP visits HE ODR visits
Action 6 - Continue Art Team (Juniors club) to support with assemblies/artistic activities around the school (AS).	- Subject lead to liaise with class teachers to identify junior team members - Subject lead to timetable scheduled meetings and set agenda alongside junior team members - Subject lead to facilitate Junior team action plan	Number of scheduled JART meetings/agenda learning walk feedback Visible presence in classrooms Visible presence in assemblies Visible presence on website	Book monitoring Learning walks HE SIP visits HE ODR visits

Action 7 - Act as a role model of excellent classroom practice for all other teachers re: displays (SP)	- Using Display Policy to create displays. - Ensure own classroom is tidy and not full of 'clutter' – items have a home (Encourage staff to do the same) - Pictures sent of good practice to other staff. - Possible CPD in future about class displays. - Learning walks to happen every half-term to monitor displays and learning environments. - Support staff where/when needed.	Learning Walks Display monitoring CPD	Environment monitoring/learning walks
Action 8 - Establish Junior OPAL team (SB)	- Subject lead to liaise with class teachers to identify junior team members - Subject lead to timetable scheduled meetings and set agenda alongside junior team members - Subject lead to facilitate Junior team action plan	Number of scheduled JOPALT meetings/agenda learning walk feedback Visible presence in classrooms Visible presence in playground Visible presence in assemblies Visible presence on website	Learning walks Pupil interviews HE SIP visits HE ODR visits
Action 9 - To develop HLTA to support with leading IT and Computing (JP)			

Action 10 - Develop the digital leader junior team (JP)	- Subject lead to liaise with class teachers to identify junior team members - Subject lead to timetable scheduled meetings and set agenda alongside junior team members - Subject lead to facilitate Junior team action plan	Number of scheduled JART meetings/agenda learning walk feedback Visible presence in classrooms Visible presence in assemblies Visible presence on website	Learning walks Pupil interviews HE SIP visits HE ODR visit
Action 11 – SLT enrolled on various NPQ programmes – (GL)	- Appropriate course identified for each SLT member - SLT members signed up for relative course	- Successful completion of course modules - Attendance at course conferences - Successful completion of course	- Successful completion of course modules - Attendance at course conferences - Successful completion of course
Action 12 – Identified teachers enrolled on UCL ECT class mentor programmes – (CG)	- Class mentors identified - Class mentors enrolled on programme - Teachers to attend training sessions and cover arranged	- Successful completion of course - Successful completion of placement for student teachers	- Successful completion of course - Successful completion of placement for student teachers
Action 13 – UPS teachers to have a greater and more visible impact beyond their classrooms/subject leadership. (GL)	- UPS teachers to be identified to all staff, pupils and parents - UPS teachers offering support to subject leads with interventions	- Number of UPS teachers leading interventions beyond their classroom/year group - Impact of UPS led interventions	- Learning walks - Pupil interviews - PPR's - HE SIP visits - HE ODR visit

	- UPS teachers offering support to colleagues when and where needed	- Visible presence in assemblies - Visible presence in playground - Visible presence in and around school in general - Visible presence on website	- Subject leaders' action plans - Teachers and LSA's feedback
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School Development Priority 4

To develop the oracy skills of pupils to enhance their critical thinking, justification and explanation of ideas across the curriculum.

Rationale	What's already happening	What is going to happen?
A British educational researcher (in 1965) Andrew Wilkinson defined oracy as 'the ability to use the oral skills of speaking and listening'. Wilkinson's invention of the word was a deliberate attempt to raise the profile of spoken language, and to recognise it as being of equal importance to reading and writing. Oracy is supercharged with the ability to unleash untold pupil potential. It is the key achievement, and	Make oracy a school priority. Developing Oracy within EYFS and Year One Daily activities to promote speaking and listening skills, phonological awareness and oral blending. Embed rhymes, songs and story telling within the EYFS provision sing or say the same rhyme, children like repetition. Play language games.	- Action 1 - To promote use of oracy with the focus on Key Vocabulary use during CC lessons (HP). - Action 2 - Junior team to create maths challenges for Mr Logan's weekly video (LC)

for much of recorded history, the importance of spoken language, speaking and listening was reflected in our education systems. Oracy needs to be at the heart of the leaning skills in the curriculum. Researchers have developed detailed understanding of the vital role of spoken language to children's cognitive and social development. We know that the quality and quantity of spoken communication experience in early childhood is a powerful predictor of educational attainment in later life and that educational outcomes can be significantly enhanced by teaching children communicate more effectively with their peers. Taking oracy education seriously is perhaps the most powerful thing a school can do to positively impact the future life chances of their pupils. Oracy education is crucial in transition, while developing critical thinking and problem solving skills. -	Target reading aloud and book discussions with younger pupils. Use of structured questioning to develop reading comprehension. Debate of the Week (KS2) Encourage pupils to read aloud and then have conversations about the book contents. No hands up, use of hand moves in all classes Each child is encouraged, expected and supported to develop a range of effective speaking and listening skills in a range of contexts. Talk rules (not in every class). Closing the vocabulary gap through strategies like word aware.	- Action 3 - To make use of oracy within lessons to support discussion of scientific concepts and misconceptions (VK). - Action 4 - Display vocabulary list required for that particular science lesson; to aid discussion and improve learning outcomes for all children (VK). - Action 5 - To make use of oracy within lessons to support discussion of scientific concepts for L30% (VK) - Action 6 - Working closely with Ms Gustav to develop Oracy in EYFS (SB) - Action 7 – host weekly KS2 debates (CG)
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Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
Action 1 - To promote use of oracy with the focus on Key Vocabulary use	- CPD delivery by subject lead-ongoing.	CPD/INSET sessions Book monitoring and learning walk	Book monitoring and learning walk feedback

during CC lessons (HP).	- Subject lead to compile a teacher peer observation rota. - Subject lead to support teachers by team planning; model teaching; team teaching.	feedback Termly assessment data Pupil interviews	Pupil interviews HE SIP visits HE ODR visits Federation SLT Deep Dives
Action 2 - Junior team to create maths challenges for Mr Logan's weekly video (LC)	- Subject lead to coordinate - JMT to create video content - Subject lead to submit videos to GL	- Number of videos submitted to GL	Pupil interviews Parental feedback Video updates
Action 3 - To make use of oracy within lessons to support discussion of scientific concepts and misconceptions (VK).	– CPD delivery by subject lead-ongoing. – Subject lead to compile a teacher peer observation rota. – Subject lead to support teachers by team planning; model teaching; team teaching.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring and learning walk feedback Pupil interviews HE SIP visits HE ODR visits Federation SLT Deep Dives
Action 4 - Display vocabulary list required for that particular science lesson; to aid discussion and improve learning outcomes for all children (VK).	- CPD delivery by subject lead-ongoing. - Subject lead to compile a teacher peer observation rota. - Subject lead to support teachers by team planning; model teaching; team teaching. -	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring and learning walk feedback Pupil interviews HE SIP visits HE ODR visits Federation SLT Deep Dives

Action 5 - To make use of oracy within lessons to support discussion of scientific concepts for L30% (VK)	- CPD delivery by subject lead-ongoing. - Subject lead to compile a teacher peer observation rota. - Subject lead to support teachers by team planning; model teaching; team teaching.	CPD/INSET sessions Book monitoring and learning walk feedback Pupil interviews	Book monitoring and learning walk feedback Pupil interviews HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 6 - Working closely with Ms Gustave to develop Oracy in EYFS (SB)	- CPD delivery by subject lead-ongoing. - Subject lead to compile a teacher peer observation rota. - Subject lead to support teachers by team planning; model teaching; team teaching.	CPD/INSET sessions learning walk feedback Pupil interviews	Learning walks Pupil interviews Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives
Action 7 – host weekly KS2 debates (CG)	– CG to identify weekly topic proposals – CG to liaise with teachers to identify debate participants weekly – CG to make contact with Debate Mate to develop our practice and identify opportunities to take part in debates beyond the school.	Debate assemblies Quality of oracy during debates Number of debates beyond school e.g. federation schools or other	Learning walks Pupil interviews Parental feedback Engagement with Debate Mate HE SIP visits HE ODR visits Federation SLT Deep Dives

School Development Priority 5

To further improve writing outcomes

Rationale	What's already happening	What is going to happen?
- To improve the quality of T&L - To improve statutory assessment outcomes		- Action 1 - CPD for teachers (Autumn 1 and Autumn 2) - EL. - Action 2 - Targeted interventions (EL). - Action 3 - Whole school writing assessment task Autumn 1, Spring 2 and Summer 2). Teachers to assess and set targets for all children. Targets stuck into the inside cover of children's orange books (EL).

		- Action 4 - Introduction of editing week. Children to develop proof reading and editing skills. Teachers to have 1:1 conferences with children about specific/individual things that can do to improve their work. Publish one piece per term (EL). - Action 5 - Emphasis on 'non-negotiables and presentation (HFW, capital letters and full stops) (EL). - Action 6 - Re-launch Pen Licence. Audit of pen license holders termly with a baseline audit at the start of the autumn term (EL). - Action 7 - Ensuring next steps in science are answered in full sentences using vocabulary identified in the lesson (VK). - Action 8 - Support parent workshop/colleagues by providing resources for sock puppets (AS) - Action 9 - Embed the LaunchPad for learning programme (SB) - Action 10 - Implement DRAWING CLUB at Daubeney (SB)
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Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
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Action 1 - CPD for teachers (EL).	- CPD delivery by subject lead-ongoing. - Subject lead to support teachers by team planning; model teaching; team teaching. Subject lead to quality assure interventions.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring and learning walk feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 2 - Targeted interventions (EL).	- EL to coordinate writing interventions - Identify who will lead interventions - Interventions to be led by outstanding practitioners and/or interventions are evidence based.	- Successful completion of course - Impact on SLT practice - Regular attendance	Book monitoring and learning walk feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 3 - Whole school writing assessment task Autumn 1, Spring 2 and Summer 2). Teachers to assess and set targets for all children. Targets stuck into the inside cover of children's orange books (EL).	- CPD delivery by subject lead-ongoing. - Subject lead to support teachers by team planning; model teaching; team teaching. Subject lead to quality assure interventions.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring and learning walk feedback Pupil interviews Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 4 - Introduction of editing week. Children to develop proof reading and editing skills. Teachers to have 1:1 conferences with children about specific/individual things that can do to improve their work. Publish one	- CPD delivery by subject lead-ongoing. - Subject lead to support teachers by team planning; model teaching; team teaching. Subject lead to quality assure	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring and learning walk feedback Pupil interviews Parental feedback HE SIP visits HE ODR visits

piece per term (EL).	interventions.		Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 5 - Emphasis on 'non-negotiables and presentation (HFW, capital letters and full stops) (EL).	- CPD delivery by subject lead-ongoing. - Subject lead to support teachers by team planning; model teaching; team teaching. – Subject lead to quality assure interventions.	CPD/INSET sessions Learning walk feedback Pupil interviews Book Monitoring	Book monitoring and learning walk feedback Pupil interviews HE SIP visits HE ODR visits Federation SLT Deep Dives Moderation activities
Action 6 - Re-launch Pen Licence. Audit of pen licence holders termly with a baseline audit at the start of the autumn term (EL).	- CPD delivery by subject lead-ongoing. - Liaise with class teachers to identify students ready to acquire their pen licence - Celebrating pen license holders, e.g. certificates and assemblies	CPD/INSET sessions Learning walk feedback Pupil interviews Book monitoring/ quality of presentation Audit of pen licence holders	Book monitoring and learning walk feedback Pupil interviews Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 7 - Ensuring next steps in science are answered in full sentences using vocabulary identified in the lesson (VK).	- CPD delivery by subject lead-ongoing. - Subject lead to support teachers by team planning; model teaching; team teaching. - Teachers to address non-negotiables	CPD/INSET sessions Learning walk feedback Pupil interviews Book Monitoring	Book monitoring and learning walk feedback Pupil interviews HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers' and LSA's CPD feedback
Action 8 - Support parent workshop/colleagues by providing	- Identifying appropriate workshops.	CPD/INSET sessions Learning walk feedback	Learning walk feedback Pupil interviews

resources for sock puppets (AS)	- Liaise with workshop leaders - Provide requested resources where possible	Pupil interviews Workshop feedback	Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers' and LSA's CPD feedback
Action 9 - Embed the LaunchPad for learning programme (SB)	- CPD delivery by EYFS lead-ongoing. - EYFS lead to support teachers by team planning; model teaching; team teaching. - EYFS lead to quality assure interventions.	Bespoke EYFS CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring and learning walk feedback Pupil interviews Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback
Action 10 - Implement DRAWING CLUB at Daubeney (SB)	- CPD delivery by EYFS lead-ongoing. - EYFS lead to support teachers by team planning; model teaching; team teaching. - EYFS lead and EH to quality assure provision.	CPD/INSET sessions Book monitoring and learning walk feedback Termly assessment data Pupil interviews	Book monitoring and learning walk feedback Pupil interviews Parental feedback HE SIP visits HE ODR visits Federation SLT Deep Dives Teachers and LSA's CPD feedback