



School Development Plan 2022-23

With Governing Board Priorities. Updated 04.04.23

School level priorities	Linked to Ofsted area
To accelerate children's learning so the majority achieve above age-related expectations in all year groups.	Quality of Education
Outstanding behaviour and attitudes are embedded through the school's values.	Behaviour and Attitudes
The development of pupils' character, through outstanding personal development provision, is embedded within the school's culture and ethos.	Personal Development
Leadership and Management is focused on staff development of leaders at all levels and ensuring the quality of education is outstanding.	Leadership and Management
The EYFS provision, both in The Hive and Reception, is exceptional with the majority of children achieving a Good Level of Development	Early Years Foundation Stage

Wiltshire Council priorities	Linked to Ofsted area
Instructional Leadership for Teaching and Learning	Leadership and Management
Raising Standards through Quality First Teaching	Quality of Teaching
Improving Outcomes for Disadvantaged Learners	Quality of Teaching

Target 1: Quality of Education

<p>Key Priority 1</p> <p>To accelerate children's learning so the majority achieve at least age-related expectations in all year groups.</p>		<p>What will success look like?</p> <p>Outcomes at the end of YR, KS1 and Y1 phonics will be above national averages:</p> <ul style="list-style-type: none"> • YR Good Level of Development 72% • Y1 Phonics Screening Check 82% • End of KS1 - Reading: EXS+ 75% GD 25%; Writing: EXS+ 82% GD 15%; Maths: EXS+ 76% GD 22%; RWM combined: EXS+ 65% GD 11% <p>Outcomes in the Y4 Multiplication Check will be above the national average:</p> <ul style="list-style-type: none"> • No data available yet <p>Outcomes at the end of KS2 will be above national averages:</p> <ul style="list-style-type: none"> • Reading EXS+ 75% GD 28% • Writing EXS+ 78%, GD 20% • Maths EXS+ 79%, GD 26% • SPAG EXS+ 78% GD 34% • Reading, Writing, Maths combined: EXS+ 65%, GD 10% 					
	Objective	Key Actions	Time scale	Responsibility	Resources / cost	Status RAG	Impact
1a	To ensure that the decisions and approaches taken at Princecroft are based around evidence and	<p>Research around cognitive science to be revisited with all staff</p> <p>Professional development to be provided around Rosenshine's principles of</p>	3 rd October – twilight	MP			

	research into teaching and learning	<p>instruction and Coe's 'What makes great teaching'</p> <p>The research around excellent teaching to inform performance targets, staff observations and coaching of all staff</p>	4 th October – staff meeting				
1b	The opportunities and systems for retrieval from long-term memory to be more firmly embedded to help children quickly recall knowledge and skills	<p>Review how knowledge organisers can most effectively support the children in remembering key curriculum information</p> <p>Agree the structure and organisation of the KO folders</p> <p>Parent workshop to be run to help parents most effectively support at home</p> <p>Agree the retrieval opportunities across the curriculum especially in maths, SPAG, Sounds-Write, times tables</p>	<p>19th September – staff meeting</p> <p>21-22 September</p>	MP			
1c	To embed the tutoring approaches used in 2021/22 to accelerate the progress of children with gaps in their learning.	Children who need extra support in recalling key knowledge or have gaps in their learning to be identified (especially Pupil Premium children)	September 2022 to July 2023	MP			

		<p>Phonics intervention programme to provide extra support for children not on track to pass the PSC in Year 1 or not previously to have not passed it.</p> <p>Intervention approaches to be based around evidence and research</p> <p>Children to be taught at least three times a week in any intervention</p> <p>The learning in the tutoring to be closely linked to the current learning in the classroom (e.g. pre-teaching in maths)</p>					
1d	For children to be confident and enthusiastic readers and their outcomes in reading to be above the national average in all year groups	<p>Staff to join the UKLA teacher reading groups</p> <p>Map out linked texts for reading and writing</p> <p>Reading to be given a very high profile in the school through the class and school environment and library</p> <p>Staff are regular readers of children's literature so they can share and model a passion for reading</p> <p>Set up a new library system to track reading choices and to retain the books we have.</p> <p>Review approaches in reading for pleasure lessons</p>	<p>Staff meeting – 8th November</p> <p>Twilight – 21st November</p>	GP			

		Staff meeting to agree approaches to raising the profile of reading for pleasure across the school on 8 th November (possible ideas: floating shelves, book nooks, teacher recommendations, library sideboard, audio books)					
1e	For children's reading, spelling and vocabulary to be supported by the Sounds-Write programme and outcomes in the Y1 phonics check and Young's Spelling assessment to be above the national average in all year groups	<p>All new staff to receive Sounds~Write four-day training</p> <p>Online and KS2 training to complement the four-day training</p> <p>BF to be trained as a Sounds-Write trainer</p> <p>To spend the sponsored read money to expand the range of reading material on offer</p> <p>School to offer Sounds-Write training including: Open Mornings, Sounds-Write in EYFS and Sounds-Write in KS2</p> <p>John Walker and Naomi Hinton to monitor and support Sounds-Write at Princecroft</p>	Dates to be arranged	AH/ BF			
1f	For children to be confident and fluent writers and their outcomes in writing to be above the national average in all year groups	<p>Review of the whole-school writing curriculum (8th September)</p> <p>Agree how approaches from The Writing Revolution can support the writing curriculum</p>	Thursday 8 th September SLT - writing curriculum review	GP/AH			

		<p>Revisit our approach to TFW to ensure consistency across the school (26th September)</p> <p>Time allocated in each staff meeting to share a specific area of the T4W footprint.</p> <p>No More Marking webinars to develop teacher subject knowledge</p> <p>In summer 2023, invite Pie Corbett/ TFW to visit and assess whether we are ready to be a TFW training school.</p> <p>Pupil progress meetings with each teacher to identify next steps following the NMM writing tasks</p>					
1g	For standards in in Spelling, Punctuation and Grammar (SPAG) to be improved so children achieve above national averages	<p>Approach to the teaching of SPAG to be reviewed and new approach implemented</p> <p>SPAG approaches within TFW lessons to be clarified and embedded</p> <p>SPAG working group set up (first meeting 14th September)</p> <p>Teaching of SPAG to include weekly STAR model</p> <p>Children to have regular retrieval practice through SPAG booklets</p>	September-December 2022	GP/AH/BF			

		Teaching and Learning handbook page to be established to record the whole-school approach to the teaching of SPAG					
1h	To embed the teaching of vocabulary across all areas of the curriculum.	The vocabulary progression document mapping coverage to be completed Review the recording and impact of the vocabulary mapping	Spring 2023	GP			
1i	To improve standards in handwriting through the introduction of Kinetic Letters across the school	Y2 and Y5 children to be introduced to Kinetic letters by KD and AW Y3 and Y6 to continue their Kinetic Letters work that began in summer 2022 BF, BL and LB to complete the training in readiness for September. (R, 3 and 6) MS, AH and MJ to complete the training by October 31st Addition professional development through coaching with AW, KD and Margaret Williamson (Kinetic Letters) Training plan to be developed for TAs to complete training as soon as possible.	September 2022	MP/GP/AW/ KD			
1j	Children to become confident mathematicians with an automaticity of key knowledge and skills. Outcomes in maths to be in	Mastering Number approaches to be firmly embedded in Year R to Y3	Autumn 2022	MP/ BL/ BF			

	above national averages in all classes across the school	<p>LB and BF to complete Mastering Number Training</p> <p>Review the impact of Maths No Problem on the higher achieving children to increase the number of children achieving Greater Depth in mathematics</p> <p>To embed the use of 'learn its' in KS1 and KS2</p> <p>Maths training for all staff especially around developing mental calculation skills</p>					
1k	To embed an aspirational music curriculum throughout the school.	<p>Music to be taught by a specialist teacher in all classes.</p> <p>To ensure there are performance opportunities to share learning with an audience.</p> <p>To offer a bronze arts award for Y6 pupils in summer 2023.</p>	Autumn 2022	GP/MP			
1l	To further develop the opportunities in the wider curriculum so children have full access to 'the best that has been thought and said' (Matthew Arnold)	<p>Clarify our approach to the teaching of geography in the school and record in the T&L handbook</p> <p>Map out visits to places of faith within the 11 by 11 and the long-term curriculum plan.</p>	Spring 2023	MP/GP			

		<p>Establish the specific disciplinary skills within history.</p> <p>To expand the range of musical instrument opportunities and to increase the number of children accessing individual/ group tuition</p> <p>Review our approach to Black History so that from September 2023, it is more fully integrated into our curriculum rather than being a stand-alone week</p>					
Governor Actions	<p>Subject Monitoring programme</p> <p>Monitoring of Catch- up funding</p>	<p>Monitoring of maths for higher level thinking.</p> <p>Monitoring of new SPAG initiative across the school. Monitor "End of Topic writing across the school" (Ofsted action plan).</p> <p>Book looks to see progress in handwriting/ letter formation.</p> <p>PE Deep Dive – report to Governors</p> <p>HT reports to Governors Resources</p> <p>Com budget monitoring</p> <p>Observe Tuition sessions delivered by staff.</p>	<p>May '23</p> <p>May '23</p> <p>Term 3 2023</p> <p>Term 3 & 6</p> <p>Term 3</p> <p>Termly</p> <p>Termly</p> <p>Term 3/4</p>	<p>MJ</p> <p>MM</p> <p>MM</p> <p>T&L Com</p> <p>T&L Com</p> <p>FGB</p> <p>Resources Committee</p> <p>MJ & RS</p>			

Target 2: Behaviour and Attitudes

Key Priority 2 Outstanding behaviour and attitudes are embedded at Princecroft through the school values.				What will success look like? Monitoring by school leaders, governors and visitors shows outstanding attitudes to learning in class and children showing respect to others			
	Objective	Actions	Timescale	Resp.	Resources / cost	Status RAG	Impact
2a	To embed and develop further the Princecroft behaviour curriculum	<p>TD Day on 1st September to revisit behaviour curriculum developed in 2021-22 and agree new approaches in specific areas</p> <p>To practice behaviour routines in w.b.5/9/22</p> <p>Time prioritised in the Autumn term in YR/1 to embed behaviours</p> <p>Assemblies to set out the focus behaviour areas for each week</p>	All year beginning on 5 th September	MP/GP			

		<p>Successes to be shared in celebration assembly</p> <p>Posters to be displayed to make messages visual especially in KS1</p> <p>Behaviour courses to run on 28th September and 28th June to share approaches with other school leaders and teachers.</p>					
2b	To have a clear and strategic approach to supporting children with emotional and behavioural needs.	<p>2-year THRIVE training programme to be introduced to develop emotional resilience in our vulnerable children.</p> <p>SC to complete foundation course.</p> <p>MJ to complete mental health course.</p> <p>From January, to use THRIVE strategically through the school.</p>	<p>October 2022</p> <p>January 2023</p>				

2c	Pupils have attendance of at least 96% and are consistently punctual to lessons	Analysis to be carried out of key target families to improve attendance MP/MJ and MB to have monthly attendance meetings to identify families where attendance is below the expected standard.	From September 2022	MP/MJ/MB			
Governor Actions	To have an increased awareness as to how parents perceive Princecroft School. To ensure collaboration with parents continues to be excellent.	Discuss with G. Pierson, the content of the Parent Questionnaire, Monitor replies and analyse data from replies. Report back to Governors Governors to have a presence at parent evenings. Add a short news section from Governors on the school newsletter.	Term 4?	Parent governors Any governors available RS			Parents have a voice in the school. School and Governors will have a good awareness of how parents perceive the school. Areas for improvement will be identified Parents will have a better understanding of the role of Governors.

Target 3: Personal Development

Key Priority 3 - Linked Priority:				What will success look like?			
The development of pupils' character, through outstanding personal development provision, is further embedded within the school's culture and ethos.				Observations in assemblies, lunchtimes, playtimes and around the school show the school values and calm school code are deeply embedded within the culture of the school At least 70% of children from disadvantaged families attend an after-school club or extra-curricular activity			
	Objective	Actions	Time scale	Responsibility	Resources / cost	Status RAG	Impact
3a	The 11 by 11 is embedded so children have a wide, rich set of experiences throughout the school.	Residential programme to be established for Year 4 and Year 6 'Make a difference day' planned for Year 6 To further develop the faith links within the 11 by 11	Events planned by 31 st October 2022	MP			
3b	To ensure a high quality PSHE and RSE curriculum is embedded across the school	PSHE/RSE leader to analyse books, talk to children and get feedback from teachers to evaluate the impact of PSHE/RSE in the school.	Subject leader release time in November, March and July	LB			
3c	A range of extra- curricular activities are available with a high level of take up especially with disadvantaged families	Careful tracking of 'take up' of extra-curricular activities of children with pupil premium	Evaluations to take places in December, March and July	MP/MB			

3d	To promote equality of opportunity so children appreciate and respect difference in the world and its people.	Links to be made with local charity organisations Visiting speakers to be arranged for assemblies to share different faiths and beliefs	By July 2023	MP			
3e	Children to have more opportunities to develop excellence through performing and sharing their learning with a wider audience	All classes to perform a production to parents: The Hive – nativity; Reception – nativity; KS1 – Christmas production; Y3/4- Easter production; Y5/6 – summer production. Whole school performances: Harvest festival, carol concert and art exhibition Other opportunities for performance: Family Lunch, Class assemblies for parents, poetry festival, dance festival (Y3), debate mate, musical performances, peripatetic music performances, sports day and sporting events	By July 2023				
Governor Actions	Governors to have a good knowledge of the PHSE and RSE curriculums across the school	Appoint a Governor with responsibility for PHSE and RSE.	Term 5	tbc			

Target 4: Leadership and Management

<p>Key Priority 4 - Linked to priority</p> <p>Leadership and Management is focused on staff development of leaders at all levels and ensuring the quality of education is outstanding.</p>	<p>What will success look like?</p> <p>Visits by the School Improvement Advisor continue to judge leadership as outstanding</p> <p>Parent survey in March 2023 continues to show strong support for the school from parents (e.g. 95%+ of parents would recommend or strongly recommend the school to other parents)</p> <p>Staff survey in March 2023 report high levels of staff well-being (e.g. 95%+ of staff report that leaders take workload into account when developing and implementing new policies)</p>
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	Objective	Actions	Timescale	Responsibility	Resources / cost	Status RAG	Impact
4a	To embed the research into excellent teaching into lessons and practice around the school.	<p>All staff to receive professional development into what makes excellent teaching and most effectively helps children to learn</p> <p>Training for SLT in Leverage Leadership approaches</p> <p>Coaching model for teachers and TAs to be introduced</p>	<p>Twilight and staff meeting 3rd and 4th October 2022</p> <p>Date TBC</p> <p>Beginning November 2022</p>	MP			
4b	To further develop partnerships between home and school so parents are well -informed about their children's learning and can engage fully in school life	<p>Parents and grandparents to have regular opportunities to join family lunch</p> <p>Parents to be invited to three topic-themed afternoons over the year to see lessons in action</p> <p>Parents to be invited into class three times a year so the children can share their books and learning.</p> <p>Class assemblies to be introduced for children to share their learning with parents.</p>	<p>Dates TBA on 12/9/22</p> <p>5th October, 22nd February, 19th April</p> <p>Dates TBA on 12/9/22</p>	MP			

		<p>Parents to have opportunities to meet class teacher and the Headteacher</p> <p>Workshops to be arranged so parents can effectively support their children at home (e.g. Sounds~Write, maths and knowledge organisers)</p>	<p>September 2022</p> <p>Dates TBA</p>				
4c	Staff to receive focused and highly effective professional development	<p>All staff to have receive training in Kinetic Letters, Sounds Write, Talk for Writing and mental maths</p> <p>All teachers to have opportunity to attend the Research Ed event</p> <p>Coaching support to be introduced for all staff</p>	<p>See 1i</p> <p>Spring 2023</p> <p>Beginning November 2022</p>	headteacher			
4d	The approach taken in staff meetings, SLT meetings and pupil progress reviews to be adapted so that these are highly focused and productive.	<p>Staff meetings and briefings to be held on a Tuesday so all full-time and part-time teachers can attend</p> <p>All staff meetings begin with a focus on sharing Talk for Writing practice</p> <p>SLT meetings to take place on Thursday after school each month</p>	<p>From September 2022</p>	Headteacher			

		Pupil progress meetings to be closely linked with data assessment points					
4e	The governors clearly understand their role and carry it out effectively	See governor actions below		GP/RS			
4f	There is a highly effective culture of safeguarding in the school	All briefings begin with safeguarding update Clark Ward (external safeguarding trainer) to provide safeguarding training for all staff on 2 nd September	2 nd September 2022	Headteacher			
4g	School to achieve nationally recognised qualifications	School to achieve Artsmark Platinum Award, the PE Gold Sports Award and continue to be a Sounds-Write training school. Deep dive in PE to be arranged through PH Sports	By July 2022	Head Teacher			
4h	Pupils are smart, well presented and ready to learn	Revisit uniform expectations now that the new uniform has been introduced for one year. All children to wear agreed PE clothes in sports activities and lessons	From September 2023	Head Teacher			

4i	Subject leaders to be monitor the intent, implementation and impact of their curriculum subjects	<p>Subject leaders to have a day each term to monitor their curriculum area</p> <p>This will include watching lessons, looking at books and talking to children</p> <p>Impact to be shared with governors and support provided where necessary</p>	Dates TBA	MP			
4j	The Insight assessment programme to be embedded as our data tracking system	<p>MP and BF to attend training on 7th September</p> <p>Insight system completed so all assessments, including quiz results, are recorded and analysed.</p> <p>Insight assessments to inform pupil progress reviews.</p>					
4k	To evaluate and make decisions around the impact of Noah's Ark closing	To work closely with the Local Authority to consider the feasibility and impact of taking the Noah's Ark building and extending our EYFS provision.	By July 2023	HT and governors			

Governor Actions	The governors clearly understand their strategic role and carry it out effectively.	All governors to attend the training, by Wiltshire LA, on The Difference between Strategic and Operational. Discuss at Summer term FGB meeting.		All governors			
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Target 5: Early Years

Key Priority 3 - Linked Priority: The EYFS provision, both in The Hive and Reception, is exceptional with the majority of children achieving a Good Level of Development				What will success look like? At least 80% of children leaving The Hive in July 2023 will be at the expected development stage for starting school The percentage of children achieving a Good Level of Development at the end of YR will be above the national average			
	Objective	Actions	Time scale	Resp.	Resources / cost	Status RAG	Impact
5a	To establish a highly ambitious and progressive EYFS curriculum which is embedded across nursery and Reception	DLB and LB have regular meeting time to ensure consistency across EYFS High quality learning environments to be developed across EYFS Close involvement through challenge and support by the EYFS governor	By December 2022	DLB/ LB			

5b	To establish a regular and consistent staffing structure for the wrap around care in The Hive	Positions to be advertised in September 2022 for necessary hours	September 2022	MP/ DLB			
5c	A leadership structure to be established across the EYFS provision	Positions advertised for EYFS leadership	By December 2023	MP			
5d	EYFS staff to received highly focused professional development	Visits to other schools arranged	By October 2022	MP/DLB/LB			
5e	To strengthen work with wider community and external partners to broaden the curriculum and experiences for all children.	Set up toddler group Increase visits to in the local community Link with more professionals to support children and parents					
Governor Actions	To have a view of the impact made by starting SoundsWrite in The Hive.	Monitor progress and attainment in Sounds Write for Cohort currently in the Reception Class.	Jan 2023 And June 2023	SL & RS			

Other Actions related to Governor Self-Evaluation

	Objective	Actions	Time scale	Resp.	Resources / cost	Status RAG	Impact
1.	<p>To strategically monitor our agreed KPIs agreed at our strategic meeting.</p> <p>*Princecroft is the nursery and primary school of choice in Warminster.</p> <p>*The school is directly engaged in the development and improvement of other schools.</p> <p>*The school is recognised nationally as a primary school “beacon of excellence” .</p> <p>*The school is financially and structurally resilient.</p> <p>*Our ex-pupils are following aspirational career paths.</p> <p>*The school makes a positive contribution to the wider community:</p>	<p>Attend online training provided by LA</p> <p>Discuss at Summer term FGB</p> <p>Draw up and share vision and strategy for the Board at the start of each school year.</p>	<p>May 2023</p> <p>Term 5</p>	<p>ALL</p> <p>ALL</p>	Part of SLA		
2.	To maximise impact of all training attended by Governors	<p>All governors to feed back, at FGB meeting, key points from their training.</p> <p>Clerk to put on FGB agenda</p>		<p>Clerk</p> <p>All</p>			All governors will be well informed.

3.	Be well informed regarding local Academy Trusts, in order to consider joining a MAT.	Attend Wiltshire Academy Roadshow. Academisation to be an agenda item at FGB meetings going forward. Invite CEOs of chosen MATs to present to FGB meeting.	2 nd March 2023 Ongoing Term 6 '22/'23 or Term 1 '23/'24	RS,AK,GP All RS			
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