



School Development Plan

2021-2022

Vision

Dream, Believe, Achieve

We are a school, rooted and inspired by Christian values, which nurtures children to achieve infinitely more than we might ask or they may dream; empowering them so they can flourish as confident citizens now and in the future.

· Ephesians 3:20 "Now all glory to God, who is able, through his mighty power at work within us, to accomplish infinitely more than we might ask or think."

Our aims are as follows:

Dream

- Dream of a child that **shares** their dreams, hopes and aspirations
- Dream of a school that sees the **potential** in every child
- Dream of community built on mutual **respect, care & love**
- Dream of a world where everyone has **equality** of opportunities

Believe

- Believe that through **nurture, learning, hard work** anything is possible
- Believe in a broad curriculum that seeks to develop **wisdom**, to enable **commitment, confidence,** and **delight** in learning
- Believe that honouring **relationships, community & diversity** enables people to **flourish** together
- Believe that all people are created in the image of God & that we are all called to be **wise** stewards of our world.

Achieve

- Achieve our goals through dealing **wisely** with difficulty; **creatively** with challenge and with **resilience** through adversity
- Achieve a school built on Christian values, excellence in education & **joyful** encounter
- Achieve community which reflects the love of God through **service, diversity, inclusivity & respect**
- Achieve the growth of **peacemakers, justice** fighters, **joy** bringers, **light** bearers, and **hope** givers for our world.

Context

- After our Ofsted inspection in October 2019, it has been necessary for us to focus in on the requirements highlighted in that report. This includes a complete curriculum overhaul as well

Further needs to address

- To assess the impact of the new phonics programme within the school. How is this helping to develop confident readers who can flourish? How is it accelerating the progress of those previously low attaining

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as assessment, teaching and learning practices.

- Outcomes for children at KS1 (Key Stage 1) in 2019 were below the National Average.
- Phonics Screening results have improved but no official data has been published. All in house data has been positive. We are now implementing the new Letters and Sounds within the school for 2021-2022.
- We are still managing the effects of Covid and the impact this has had on children's mental health and education.
- The school continues to grow; this is our first year with a Year 6 cohort. We also have more building work going on to expand the site.
- The school is overdue its SIAMS inspection so we expect this to happen in the coming terms.
- New links are being made around the world with us looking to support the Little Faces School in Mombasa.
- We have a fantastic relationship with Aylsham Parish Church and the Incumbent.

pupils?

- To further reduce the impact of Covid on our learners and fill gaps in skills and knowledge. Especially relating to reasoning and comprehension skills. How is Accelerated Reader and Reading Vipers supporting this along with the introduction of the White Rose Maths scheme.
- Subject leaders to have a better understanding and be more accountable for their areas of responsibility.
- Continue to ensure monitoring is central to improving the outcomes of children within the school. This will identify strengths and areas for development.
- Managing COVID-19 and the strains this puts on staffing and the impact it has on curriculum delivery.
- Manage the development of the new nursery.

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Overview of Priorities for 2021 – 2022

	Priority – Quality of Education	Lead
1	Raise attainment and accelerate learning for all pupils enabling them to make at least good in reading, writing (including spelling, punctuation, and grammar) and mathematics.	JN & JP
2	Assess the impact of interventions to ensure the needs of all children are being met and accelerated progress is being made to allow children to catch up. Train new SENDCo to ensure the needs of children can be met in a timely manner. (National SENDCo Award)	JN, JP & AS
3	Implement new SSPP (Systematic Synthetic Phonics Programme) within the school to better develop readers from Nursery to Year 2 and provide appropriate intervention for those who have not reached ARE (Age Related Expectation) by the end of Year 2.	JP
4	To further develop and support the development of reasoning skills within Maths, especially at KS2 (Key Stage 2) level.	AS
5	To further develop and support the development of comprehension skills within Reading. The use of Accelerated Reader and Reading Vipers will be essential to this.	JP
6	Ensure that the teaching of RE (Religious Education) is at least good across the school and RE assessment is being carried out.	JN
	Priority – Behaviour and attitudes	Lead
7	Continue to develop a strong culture of Christian values, learning, positive behaviours, and exceptional levels of well-being.	JN & All Staff
	Priority – Personal development	Lead
8	Ensure that Collective Worship fulfils the vision set out by the Church of England Vision for Education as well as our school's vision. Ensuring all children can be confident citizens now and in the future. Vision for education The Church of England	JN & All Staff
9	Provide training for staff to be able to support those pupils who have exceptional needs as well as teaching children through the RSHE curriculum that we must respect others & protect ourselves.	JN & AS
	Priority – Early Years	Lead
10	Implement the new Early Years Framework alongside the new SSPP and Tapestry.	HG
11	To source and implement a speech and language toolkit to identify those children in EYs who have or may develop Speech Language & Communication Needs without early intervention.	HG
	Priority – Leadership and management	Lead
12	Ensure the wellbeing of staff and children is at the centre of all that we do. Providing staff with support or avenues for support when needed, continue the culture of care.	JN, FT & SMC
13	To continue to improve monitoring within the school assessing the impact of the new curriculum and assessment practices. Working alongside school Governors and Stakeholders.	JN & JP
14	To carry out termly pupil progress meetings to ensure children are making progress and that disadvantaged groups are making good or better progress.	JN
15	Managed the development of the new nursery on site and ensure a smooth transition from one building to another.	JN & FT