



# SOUTHWICK CE PRIMARY SCHOOL

*Love, Learn, Grow*

*"Do everything in love." Corinthians 16:14*

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Through a **loving** Christian fellowship, our children **learn** all of the values, skills and knowledge they need so that they can **grow** into positive and active members of the community in which they live.

*"Do everything in love." Corinthians 16:14*

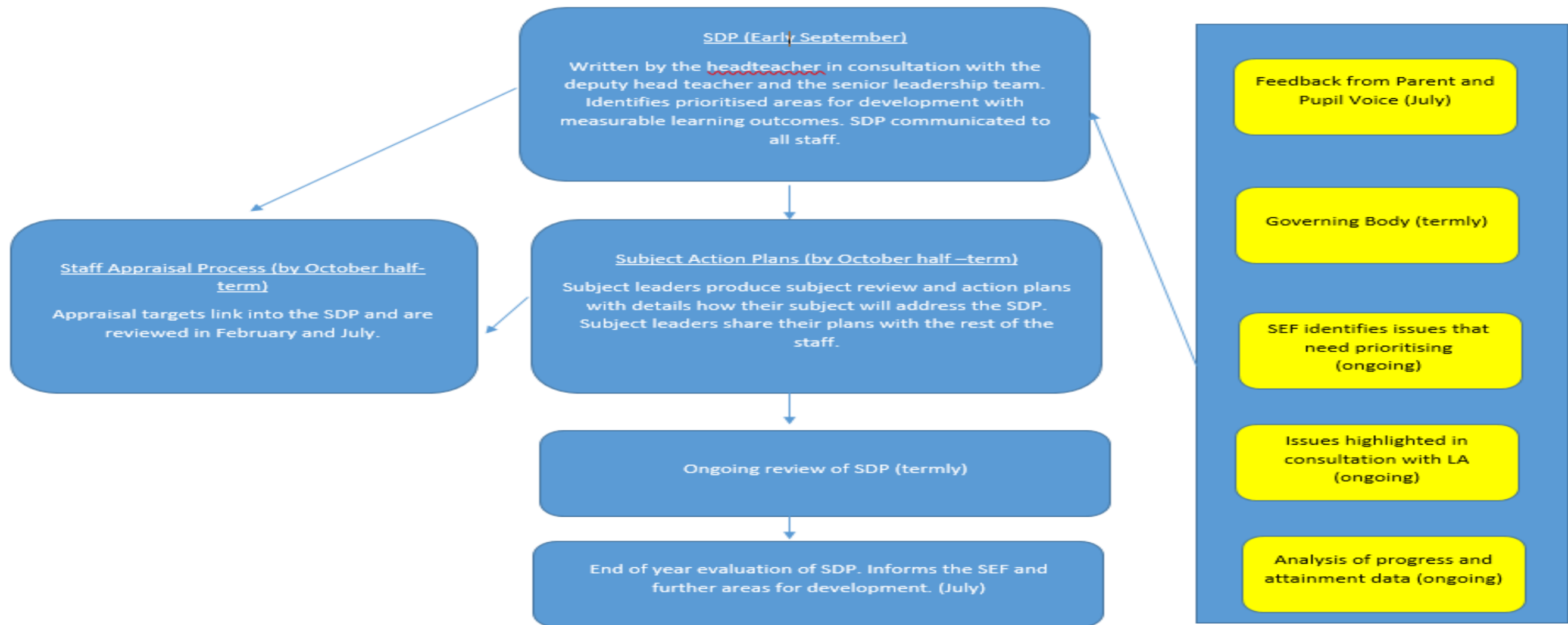
At Southwick Church of England Primary School, we provide a loving, purposeful, inclusive, non-discriminatory environment where all are valued and encouraged to persevere to achieve their potential as well as have respect for God and His world.

Our mission is underpinned by our Christian school values. Below you can see a list of our values. Our overarching value is Love and underneath in bold you can see the core values decided on by the school community. We believe that 'love' encompasses many of the attributes outlined below:

***Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs.*** Corinthians 13: 4-5

## School Development Plan 2023-24

**The School Development Plan (SDP) process at Southwick School: An integrated framework for continued improvement**



## Background

This document is our School Development Plan (SDP). It follows on from our School Evaluation Form (SEF) and our SIAMS SEF, setting out how we plan to address the areas for development identified within them.

**Our main objectives for this year are:**

**Objective 1:**

Ensure that over time, across the curriculum, pupils remember what they learn.

**Objective 2:**

Develop the children's understanding of the protected characteristics.

**Objective 3:**

Develop our offer to support children with their social, emotional and mental health.

**Objective 4:**

To ensure that our approach to the teaching of reading is rigorous, developing confidence and enjoyment.

**Objective 1:** To ensure that over time, across the curriculum, pupils remember what they learn. (related to Ofsted objective 2022)

**Context:**

Building on from our work in 2022/3. We feel that it is important that we develop our curriculum and teaching to ensure the children know more and remember more. Each year, the children should build a solid layer of knowledge in each subject, enabling them build on this the following year. We know that when children do not make progress, it is because they have not mastered elements of past learning sufficiently enough to take the next step. Therefore, we are keen to continue developing not only the curriculum itself, but the teaching and techniques we use to help children commit knowledge and skills to their long-term memory. We can conclude from our recent SATS data, that by focusing on this, we can ensure more children make accelerated progress and that those in the 'high prior attainment' group at KS1 maintain this at the end of KS2.

Target	Who?	Term 2 Milestones	Term 4 Milestones	Term 6 Milestones	What will success look like?	Resources and cost	Ofsted/ <a href="#">SIAMS</a> Areas
Ensure that assessments across the curriculum accurately reflect the attainment and progress of the children	DC /NW and subject leaders	<p>Insight is being used to track maths and English in line with our updated subject documents.</p> <p>All foundation subject documents have cross curricular and pre/post learning links within.</p> <p>Staff have been trained to create 'assessment tasks' at the end of each unit in the foundation subjects.</p>	<p>Subject leaders have monitored subjects for how effectively the planning helps children retain information based on the assessment tasks and the updated documentation.</p> <p>Teachers will have had updated training on how to make judgements on the children in their class based on different sources of information.</p> <p>Assessment policy to be updated.</p>	<p>Insight used to record assessment information for all subjects.</p> <p>Subject leaders have gathered information about the attainment within their subject from this.</p>	<p>Progress and attainment are measured uniformly across the school.</p> <p>Teachers have made accurate judgements and have evidence to back this up.</p>	Insight: approx £720 for the year	Quality of Education
Ensure that a mix of strategies for delivering lesson content are used	DC/NW	<p>In PDMs teachers have revisited strategies for last year</p> <p>Teachers have identified new strategies to aide retention and retrieval from Walk Thrus</p> <p>Strategies have been written into performance management targets</p> <p>Teacher have had an introduction to coaching session linked to this area</p>	<p>PDMs have been used to review success of approaches and to introduce new ones</p> <p>Subject leaders have identified the use of these approaches within their monitoring and ha</p>	Successful approaches have been written into the teaching and learning policy	Lesson observations and informal drop-ins show that strategies for delivering lesson content are chosen specifically to match the content or the group of children	Walk Thru Books: £300	Quality of Education <a href="#">Wisdom, Knowledge and Skills</a>

Increase the number of children reaching ARE+ across the curriculum		Pupil premium teacher has, alongside class teachers, identified and begun working with groups of children – targeting ‘greater depth’ in maths and reading			More children in each year group achieve ARE+ across the curriculum	Pupil Premium Teacher: £4,000 per year	Quality of Education
Curriculum drivers and golden threads (including our values) are re-established	DC	Staff and all stakeholders have been consulted.  Golden Threads and Drivers written into the curriculum	Quality of teaching monitoring has taken place with a focus on golden threads and drivers  Staff training	Quality of teaching monitoring has taken place with a focus on golden threads and drivers		N/a	Quality of Education Personal Development Character Development
Ensure that the children know our school values and can relate them to specific bible stories	DC	Update structure for Collective Worship so that it is linked to specific bible stories  Update medium term plans for RE so that learning is built upon year on year in all areas	Monitor RE/Collective Worship to assess the effectiveness of the changes  RE/Collective Worship training to be organised for staff	Monitor RE/Collective Worship to assess the effectiveness of the changes	The children will be able to relate specific bible stories to our values and to their own experiences	N/a	Quality of Education Wisdom, Knowledge and Skills
Develop the teaching of maths in EYFS	SC/LS	External training courses for all staff	Develop maths area in EYFS	Monitor whether training and maths area are being deployed effectively	Children make strong progress from their starting points in maths.	£100 - resources	Quality of Education EYFS Wisdom, Knowledge and Skills

## Objective 2: Develop the children’s understanding of the protected characteristics.

**Context:** Our school has a well below average percentage of children from ethnic minority backgrounds. This is also true for other protected characteristics. Wiltshire is a rural county, also with a relatively small ethnic minority population. We want our children to understand the cultural landscape of our country as a whole and the impact that people of different cultures and backgrounds have had on the history of our country.

Target	Who?	Term 2 Milestones	Term 4 Milestones	Term 6 Milestones	What will success look like?	Resources and cost	Ofsted/ SIAMS Areas
Ensure that key policies reflect our inclusive approach to education and are updated/created with our Christian vision in mind	DC	Anti-racism, anti-bullying updated	Equality and diversity updated		Key policies describe how approach to inclusion and diversity	N/A	Personal Development Behaviour and attitudes
Ensure that our curriculum is representative of all protected characteristics	DC	Carry out monitoring to develop a baseline of the pupils understanding  Set up a working group of parents, staff, children and governor – first meeting to take place	Update curriculum based on findings of working group	Carry out monitoring to assess effectiveness of changes	Our curriculum is representative of a range of protected characteristics and the pupils can give examples of this	N/A	Personal Development Behaviour and attitudes Quality of education
Staff have the skills and knowledge help the children develop their understanding	DC/All staff	Staff training: ensure that all staff know their responsibilities regarding the	Staff to finalise curricular updates	Staff training: challenging language and microaggressions.	Monitoring of lessons shows that lessons are inclusive and diverse.	Outsourcing training: £500	Personal Development Behaviour and attitudes Quality of education

and appreciation of diversity		reporting of and response to prejudicial behaviour  Staff training: real representation within our curricular offer.			There are few incidents of a prejudicial behaviour in school and those that are reported correctly		
Throughout the school year we mark important events linked to diversity and inclusion	DC/All staff	Black History Month Anti-Bullying Week	Neurodiversity Week Developmental Disabilities month	Pride Month Windrush Day	Throught the year, we have marked a number of important dates. The children will be able to talk confidently about what they learned.	Visitors to school: £1000	Personal Development Behaviour and attitudes Quality of education
Ensure that school council look more 'outwardly' – i.e. community/national based projects – courageous advocacy	LS	School council to survey children to find out which issues are most important to them  School council to meet and plan for the year ahead				N/a	Personal Development Community and living well together Character Development

### Objective 3: Develop our offer to support children with their social, emotional and mental health.

**Context:** The last few years have been incredibly turbulent. Our children are living through unprecedented times and the strain on families caused by the cost of living crisis are considerable. This manifests in a number of ways, but one area that we can support our children, parents and staff is through mental health support and education. We currently have well-used strategies in place, such as ELSA and coffee mornings with PSA, but we feel that we can develop this further. In turn, we feel that by developing this support, children will be ready to learn and will more effectively retain knowledge and skills.

Target	Who?	Term 2 Milestones	Term 4 Milestones	Term 6 Milestones	What will success look like?	Resources and cost	Ofsted/SIAMS Areas
Embed Thrive into every day practice	DC/CG and all staff	All staff have had Thrive training Non-negotiable Thrive time is timetabled Children and classes have been profiled Baseline for measuring behaviour incidents has been identified Additional Thrive support – PE and forest school sessions organised.	Second TA to begin licensed practioner training  Behaviour monitoring	Second practioner has finished training and support timetabled  Behaviour monitoring	All children who have been identified have comprehensive support in place. Behaviour incidents have reduced.	Thrive training and additional professionals (ie Thrive PE coach) £4000	Personal Development Behaviour and attitudes Character Development
Improve playtime provision  (separate action plan for full details)	EP/DC/LD/BW/BS/PTA	School play policy, with HSE risk-benefit document appendix, and put through the usual policy cycle to governors or board members – shared with parents.  Collect baseline data on incidents and behaviour.	Introduce play detectives – children documenting their own play eg taking pictures for play assemblies and newsletter etc.  Social media – create school OPAL web page, use Twitter, sign up to Outdoor Classroom Day.	Run stay and play sessions  Repeat parent, staff and child survey.	Lunchtimes and playtimes offer a wider range of activities. These activities are refreshed regularly and the children are engaging with them. Behaviour incidents have reduced.	Ensuring appropriate staffing levels, equipment and installations £3000	Personal Development Behaviour and attitudes Community and living well together

		<p>Draw up children's play charter.</p> <p>Staff training has taken place.</p> <p>Small world play, wild areas, mud kitchen, sand pit and digging area all in place.</p>	<p>Repeat parent survey.</p> <p>Loose parts play system in operation.</p>				
Embed new behaviour policy	DC/SLT	<p>Collect baseline data on incidents and behaviour.</p> <p>Further parent survey/consultation has taken place</p> <p>Reintroduce behaviour policy to parents during parent information sessions in Sept</p> <p>Staff to read C4-8 of Running the Room by Tom Bennett to be reflected on during PDMs.</p>	<p>Monitor behaviour</p> <p>Review policy with all share holders.</p> <p>Staff to read C8-12 of Running the Room by Tom Bennett to be reflected on during PDMs.</p>	<p>Monitor behaviour and review policy where needed.</p> <p>Staff to read C12-16 of Running the Room by Tom Bennett to be reflected on during PDMs.</p>	Behaviour has improved across the school – less incidents overall and less need for SLT intervention.	£500 for consumables (house point tokens etc.)	<p>Personal Development</p> <p>Behaviour and attitudes</p> <p>Character Development</p> <p>Dignity and respect</p> <p>Community and living well together</p>
Develop the children and staff's understanding of spirituality and spiritual growth	DC	<p>Run homework competition with children to create a pictorial representation of spiritual growth to use around the school.</p> <p>Train support staff looking at Adam Rickett materials around self, others, beauty and beyond.</p> <p>Introduce new prayer garden</p> <p>Classes to begin to plan their own Collective Worship</p>	<p>Journey day – focus on spiritual growth</p> <p>Monitor children and staff's understanding of spirituality</p>	Externally led staff training – diocese advisor	Children and staff can explain what spirituality means to them and how our school helps them grow spiritually	£500 training costs	<p>Personal Development</p> <p>Behaviour and attitudes</p> <p>Vision and Leadership</p>
Increase support for parents to support their children with their well-being and mental health	DC, JS, BW	<p>Survey parents to gather information about what support they feel they need.</p> <p>Make contact with external professionals such as school nurse, EP, SLT etc to gather info about what is available</p>	Hold first open coffee mornings, led by PSA, head and SENDCo	Hold first parent sessions dedicated to specific topics ie anxiety, school refusal etc.	Parents have had the	£500 external professionals	<p>Personal Development</p> <p>Leadership and Management</p> <p>Character Development</p> <p>Dignity and respect</p>
Develop our EYFS outdoor area	SC, LS						<p>Quality of Education</p> <p>Personal Development</p> <p>Behaviour and attitudes</p> <p>EYFS</p>

Improve attendance for Pupil Premium and SEND children	DC/JS	<p>Introduce attendance certificates to the children</p> <p>Report attendance in newsletter</p> <p>Identify PP/SED children with low attendance from 2022/3 and begin to monitor</p> <p>By end of term 1 meet with parents of PP/SEN children with attendance below 95%</p> <p>Issue certificates to children with attendance above 97%</p>	<p>Report attendance in newsletter</p> <p>Issue certificates to children with attendance above 97%</p> <p>Follow up meetings from Term 1 – involve EWO if needed.</p>	<p>Report attendance in newsletter</p> <p>Follow up meetings from Term 3 – involve EWO if needed.</p> <p>Issue certificates to children with attendance above 97%</p>	Overall attendance is above 95%	n/a	<p>Personal Development</p> <p>Behaviour and attitudes</p> <p>EYFS</p> <p><a href="#">Character Development</a></p>
Ensure that the children have a strong understanding of our vision and values	DC	<p>Home learning project linked to our values</p> <p>Through collective worship</p>	<p>Journey day</p> <p>Through collective worship</p>	<p>Through collective worship</p> <p>Create banners for the hall</p>	The children can articulate how they apply our values in their own lives and the part they play in fellowship within our community	n/a	<p>Personal Development</p> <p>Behaviour and attitudes</p> <p><a href="#">Character Development</a></p>

**Objective 4: To ensure that our approach to the teaching of reading is rigorous, developing confidence and enjoyment.**

**Context:** We feel that more children should be achieving a higher standard in reading and writing. It is our belief that reading is the key to this. Over the year we aim to

Target	Who?	Term 2 Milestones	Term 4 Milestones	Term 6 Milestones	What will success look like?	Resources and cost	Ofsted Areas
Create a reading spine	NW	<p>Alongside staff we have identified the books to form our reading spine.</p> <p>Purchase books.</p>	Monitor use of reading spine.	Monitor use of reading spine.	A reading spine is in place with challenging, varied, quality and inclusive texts	£1000 books	<p>Quality of Education</p> <p><a href="#">Wisdom, Knowledge and Skills</a></p>
Develop class libraries	DC/NW/All staff	Filter books out of library and into classrooms. Sets of topic books to be kept and high quality books for rotation in classroom.	Create library area in each classroom.	Carry out monitoring of books being read independently	Each classroom has a library area in which the books are high-quality and challenging are changed each term.	£500 storage materials	<p>Quality of Education</p> <p><a href="#">Wisdom, Knowledge and Skills</a></p>
Develop our approach to teaching reading	NW	<p>Revisit trialed 'Whole Class' approach. Decide on what we are going to take forward.</p> <p>Write into English/reading policy.</p>	Monitor whole class guided reading and feedback to staff.	Monitor whole class guided reading and feedback to staff.	<p>Teachers use our approach to the teaching of reading as described in the policy.</p> <p>Children make good progress from starting points in reading.</p>	N/a	<p>Quality of Education</p> <p>EYFS</p> <p><a href="#">Wisdom, Knowledge and Skills</a></p>



Increase the quality of reading done at home	DC/NW	Introduce stay and read sessions for parents and children  Review use of reading diaries and reading reward scheme	Provide reading curriculum evening for parents  World Book Day Celebrated		Children regularly read high quality, challenging texts at home and are listened to by adults.	N/a	Quality of Education EYFS <a href="#">Wisdom, Knowledge and Skills</a>
Create collection of high quality texts for each topic area in school	NW	Alongside staff, identify spine of high quality, inspiring texts to enhance our curriculum	Purchase books  Add books to our curriculum plans		Each topic (geo, hist, science, RE etc.) has a range of high quality books linked to it	£1000 books	Quality of Education
Ensure that staff are fully trained in Sounds Write and this is being implemented correctly	FR	Training for staff new to Year 1	Training for whole staff	Monitoring of phonics across the school to determine whether Sounds Write approach is being applied	Year 1 children make good progress from their starting points in Phonics	£500 training	Quality of Education EYFS <a href="#">Wisdom, Knowledge and Skills</a>