



## West Cornforth Primary School

### School Development Plan (SDP)

**2021-2023**

#### **Curriculum Vision Statement**

At West Cornforth Primary School, we aim to offer a rich and engaging school experience in which children are willing partners in their own learning. They enjoy school, form friendships for life and become responsible, respectful young people. Our curriculum is creative, well planned, thought-provoking, aspirational and punctuated with memorable moments and events. We want our children to love learning, read willingly for pleasure and retain key skills and knowledge. The values that we instil embody qualities, skills and characteristics that equip all children to become successful, independent and content – at school and beyond.

#### **Aims**

- To instil a love of learning and reading.
- To offer a diverse range of engaging learning experiences peppered with memorable moments and events.
- To nurture confident, independent and resilient individuals who are equipped and skilled for later life.
- To ensure that the skills and knowledge taught build sequentially with logical planned progression using a small steps mastery approach.
- To give everyone the opportunity to fulfil their highest potential, both academically, and in respect of their wider interests and talents.
- To offer a community curriculum that makes full use of the local and outdoor environment but also reaches out in to the wider world to nurture global thinkers and global citizens of the future.
- To use oracy, drama and debate to encourage structured, confident and articulate communication.
- To offer the widest possible range of enrichment activities and experiences, including after school clubs and educational visits.
- To provide expert teaching and motivated teachers who are well trained and supported to ensure ongoing professional development and dialogue.
- To foster creativity and curiosity.

- To nurture, protect and bolster children’s mental health, emotional resilience and wellbeing.

SCHOOL CONTEXT					
Number of pupils on roll (inc. nursery)	234	Number of pupils eligible for pupil premium	43%	Number of pupils with an education, health and care (EHC) plan	2
Most recent Ofsted grade	Outstanding (2018)		Staff turnover for the previous year	2 temp staff left 4 joined the school	
Key Ofsted actions from last report	<ul style="list-style-type: none"> <li>• Further the teaching of reasoning in mathematics and increasing the proportions of pupils who achieve the higher standard or greater depth by the end of key stage 2 and key stage 1</li> <li>• Embed plans to implement the development of the history and geography curriculums to enhance pupils’ knowledge and understanding in these subjects</li> </ul>				
Key areas to improve	<ul style="list-style-type: none"> <li>• Strengthen the implementation and impact of the whole school curriculum with particular focus upon spelling, grammar and punctuation and the non-core subjects</li> <li>• Unauthorised attendance post C-19</li> <li>• Pupils’ mental health and resilience post C-19</li> </ul>				
Key staffing areas of issue (e.g. temporary posts, staff receiving support)	<ul style="list-style-type: none"> <li>• Three additional, temporary teachers employed 2021-2022 to reduce class sizes and enable grouping by ability</li> <li>• DHT resignation 2022</li> </ul>				

## SCHOOL CONTEXT

Budget information (e.g. free reserves, in-year surplus or deficit, three-year projections)

- Four-year trend of in year surplus at the end of the financial year
- Surplus due to increasing nursery numbers
- Three-year financial plan in place 2022-2025

Key performance indicators for the next 3 years

- Attendance 96.6% plus
- Unauthorised is below the national average
- Pupils reach targets set for them (in school data)
- Increase the number of pupils reaching at the least expected standard in R, W and M at the end of the year in KS1 and 2.
- Performance indicators will be set in July 2022 (after a period of stability)

## SCHOOL DEVELOPMENT OBJECTIVES FOR 2021-2023

<ul style="list-style-type: none"><li>• Quality of Education</li></ul>	<ol style="list-style-type: none"><li>1. The curriculum intent and implementation are embedded securely and consistently across the school.</li><li>2. Teachers have a firm and common understanding of the school's curriculum intent and what it means for their practice.</li><li>3. It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.</li><li>4. The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.</li><li>5. Teachers fully understand the learning journey from Reception to Y6.</li><li>6. The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.</li><li>7. Curriculum planning accounts for delays and gaps in learning that arise as a result of the pandemic.</li></ol>
<ul style="list-style-type: none"><li>• Behaviour and Attitudes</li></ul>	<ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li><li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li><li>• The school takes intelligent, fair and highly effective action to support children who struggle with self-control and low self-confidence /esteem.</li><li>• Pupils are taught the skills required to be honest, kind and considerate individuals.</li><li>• Pupils act with and demonstrate tolerance and respect for others.</li></ul>
<ul style="list-style-type: none"><li>• Personal Development</li></ul>	<ol style="list-style-type: none"><li>1. Pupils are supported to become confident, resilient and independent and develop a strength of character.</li><li>2. School provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.</li></ol>

	<ol style="list-style-type: none"> <li>3. Pupils are prepared for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</li> </ol>
<ul style="list-style-type: none"> <li>• Leadership and Management</li> </ul>	<ol style="list-style-type: none"> <li>1. Professional development of staff is effective; staff are encouraged and supported to complete research-based study and further professional qualifications aligned with the curriculum.</li> <li>2. Staff receive high levels of support for wellbeing issues.</li> <li>3. Leaders have high expectations of all pupils in the school and a clear and ambitious vision for providing high-quality education to all.</li> <li>4. Middle leaders are knowledgeable about teaching and progression in EYFS and have the confidence to monitor progression and learning across the school.</li> <li>5. Governors understand their role in monitoring progression and learning across the early years and carry this out effectively.</li> <li>6. Governors leaders are held to account for the quality of education.</li> </ol>
<ul style="list-style-type: none"> <li>• Early Years</li> </ul>	<ol style="list-style-type: none"> <li>1. Ensure the curriculum is creative, coherently planned and sequenced; it builds on what children know and can do. The impact of the curriculum on what children know, can remember and do is strong.</li> <li>2. Ensure the curriculum is creative and stimulating for young children.</li> <li>3. EYFS lead to implement phonic training to ensure staff (across the school) are expert in teaching systematic, synthetic phonics and ensure that reading practice matches their phonics knowledge.</li> <li>4. Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children’s needs and promote learning.</li> <li>5. Parents are encouraged to support their child’s learning at home.</li> <li>6. Teaching encourages high levels of curiosity, concentration and enjoyment across the early years curriculum.</li> <li>7. Children are taught and encouraged to manage their own feelings and behaviour, understanding how these have an impact on others.</li> </ol>
<ul style="list-style-type: none"> <li>• Achievement gap issues</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to close the attainment gap between boys and girls at the end of EYFS.</li> <li>• Close the attainment gap between free school meals/not free school meals at the end of EYFS.</li> </ul>

(Based upon  
2022 data)

- Increase the percentage of KS1 pupils achieving the expected standard in R, W and M.
- Increase the percentage of KS1 pupils achieving the higher standard in R, W and M.
- Ensure more able pupils make as much progress at the end of KS1 as the lower and middle attaining groups.
- Increase the percentage of KS2 pupils achieving the expected standard in R, W and M.
- Increase the percentage of KS2 pupils achieving the higher standard in R, W and M.