



Ashfield Junior School

Inspiring our children to dream big, be extraordinary and to change the world

Ashfield Junior School School Development Plan Feb 2022- July 2022

Ashfield Junior School SDP – February 2022

PRIORITY 1 : LEADERSHIP AND MANAGEMENT FOCUS

Success Criteria:

- ✓ The school vision is effectively communicated across the school.
- ✓ The school is supported through training and the Hertfordshire Improvement Partner (HIP), relevant training and HfL support packages.
- ✓ Curriculum Design and evaluation continues to improve provision following lockdown closure to ensure maximum impact on pupil outcomes and their personal development, behaviour and welfare;
- ✓ The quality of teaching, learning and assessment and outcomes for all pupils with SEND are enhanced by continued focus on good quality personalised learning for pupils with SEND and challenging learning experiences for all following lockdown closure and recovery period
- ✓ Arrangements are made to accelerate progress in all year groups when children return to school so that any impact on progress due to closure is minimised;
- ✓ To have a clear plan to support children and parents in the event of Wave 2 of Covid-19 and then a clear plan to ease children, staff and parents back into school;
- ✓ Governors continue to provide excellent support and challenge to leaders and hold them to account

Actions required (steps to be taken)	Action by whom	Action by when	Resources inc CPD, staff mtg, L&M time and cost (£)	Monitoring (how and who)	Evaluation by HT in consultation with SLT; with input from other staff pre FGB Meeting each term. Input from Governors at FGB
1. To effectively communicate the school vision and values across the school	AD and SLT	Ongoing	CPD and meeting	AD	Staff meeting, TA meeting, assembly and linked activities. Compass for Life staff meetings (Spring 1)
2. To develop the knowledge and skills of the new headteacher. - Enrol new headteacher on 'New to Headteacher Programme' and attend relevant training - Headteacher mentor	AD	Ongoing	£1,600	AD	Attended 3 courses and Headteacher mentor visit (Spring 1)
3. To support Acting Headteacher and acting deputy headteacher through leading the school in the autumn term. Enrolled on full HfL package.	HF	End of autumn term	£2,336	HF	HIP visits x 2 and support for acting HT (Autumn term) Headteacher mentor (Autumn term)
4. Improve teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.	AD and SLT	Ongoing	Staff meetings, L&M time, CPD	AD and SLT	

5. SLT to support subject leaders in the monitoring, evaluation and action plan cycle through a timetable of activities. - Action plans are manageable and consider the impact of the whole school workforce and maximise their impact of the quality of the curriculum and pupil outcomes (curriculum design and development)	AD and HF	Ongoing	2 hours per week L&M time,	AD and SLT	Focused L&M time activities (Spring 1)
6. To ensure that parents, staff and children are well signposted to access mental health support, charities, food banks and family support workers as appropriate. To ensure resources are accessed for pupils, parents and staff such as books/counselling on bereavement, and loss. To use the Family Support Worker to supported families and individual/groups of children as necessary.	AD and SLT	Ongoing	Meetings, PPM £ FSW £ counselling	AD and SLT	Counselling, FSW in place for targeted pupils and families (Spring 1) Emotional wellbeing workshops (x6 chn) (Spring 2).
7. To ensure that parents are well supported to understand any additional home learning either during term time or the holidays through website information/SchoolComms and emails/videos and telephone conversations	AD and SLT, RP	Spring & Summer term 2022	SLT/Staff Meetings	SLT, RP	Weekly parent newsletters, regular SchoolComms messages (Spring 1)
8. To strengthen the school Governing Body, to support, challenge and hold the school to account - Fill vacancies of the GB - Constitution and link roles are shared - Governor visits and training are in place - Governor handbook and code of conduct	FGB	Ongoing	FGB and committee meetings	FGB	Governor training (Jan 22), Meetings with CoG, committee meetings (Spring)
9. An effective safeguarding culture across the school - CPOMS - Policies - Prevent and relevant Safeguarding training (leaders and staff)	AD and SLT	Ongoing	CPD £750	AD	Safeguarding Level 1 (x3 staff), Level 2 refresher training (x1), STEPS refresher (x2), policies reviewed, Online Safety (x1), CPOMS purchased, 'safeguarding supervision x1' (Spring 1). CPOMS training (all staff) (Spring 2)
10. To improve the transition links with the local infant feeder school	AD, HF	Ongoing	L&M time,	AD, HF	Visit/meeting with infant school (AD, HF) to develop links (Spring 1)

PRIORITY 2 : QUALITY OF EDUCATION: QUALITY OF TEACHING, LEARNING AND ASSESSMENT AND OUTCOMES FOR CHILDREN IN KEY STAGE TWO

Success Criteria:

- ✓ To ensure all staff have high aspirations and expectations of all children and that children have the opportunities to show what they are capable of achieving
- ✓ To ensure that an Ashfield Junior School curriculum is designed and developed with a clear intent, implementation and impact that will give all pupils the knowledge and skills to succeed in life
- ✓ The Ashfield Junior School curriculum is coherently planned, and teaches a broad range of subjects
- ✓ To ensure in school and Remote Teaching and learning across the curriculum is **CONSISTENT**, effective and challenging enough for all pupils
- ✓ To ensure the Key Stage Two curriculum focuses on what the children *need to know and learn*, to cover gaps and misconceptions that have arisen due to recent national lockdowns. The focus must be on a progression of skills across the curriculum that will enable all children to make steps towards their 'North Star' (Compass for Life)
- ✓ Teachers will use assessment to adapt the curriculum to meet the needs of pupils with SEND
- ✓ The teaching of reading is effective, challenging for all pupils and runs throughout the curriculum
- ✓ All staff will model the speaking of standard English and support pupils in the development of speaking and vocabulary
- ✓ To ensure staff are well supported through CPD opportunities to meet the challenges of remote teaching
- ✓ Teachers introduce subject content progressively and constantly demand more of pupils.
- ✓ Pupils read widely and often, with fluency and comprehension appropriate to their age.
- ✓ Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Actions required (steps to be taken)	Action by whom	Action by when	Resources inc CPD, staff mtg, L&M time	Monitoring (how and who)	Evaluation by HT in consultation with SLT; with input from other staff pre FGB Meeting each term. Input from Governors at FGB
1. To ensure that a curriculum is designed that reflects the needs of the children at Ashfield Junior School	AD, SLT and teachers	Spring and summer term	Staff meetings, L&M time, CPD,	AD and HF	
2. To ensure there is clear flow, cohesion and connection between Curriculum knowledge and a progress of skills in all subjects. To develop a clear curriculum overview.	AD, SLT and teachers	Spring and summer term	Staff meetings, L&M time, CPD,	AD and HF	
3. To ensure a clear sequence of learning in English and Maths activities are coherent and well-structured.	Teachers	Ongoing	L&M time, CPD, coaching,	AD, HF and	

				subject leaders	
4. Teachers must consistently ensure that planning continues to identify provision for pupils with SEND/EAL or 'track back learning' for children working towards the EXS	All teachers	On going	PPA, L&M time, Staff training,	Subject leaders, CA	
5. Embed the practice of mastery/greater depth in Maths, English and Science and Foundation subjects in KS2 <ul style="list-style-type: none"> - Using the Chris Quigley mastery approach including vocabulary, prior learning, making links, continuous provision - Making full use of the 'Essential Curriculum' resources and developing 'cultural capital' - Reviewing, developing and adapting the curriculum in Year 1 and Year 2 	Teachers	Summer term	L&M time, PPA, Staff meetings	Maths team, English team, LC, subject leaders	
6. To ensure that the learning environment displays are stimulating, reflect learning and celebrate children's work in the classroom and communal areas, including English and Maths Working Walls. Working walls will be changed regularly to reflect current teaching	Teachers and TAs	Ongoing		SLT	
7. To carry out a Deep Dive in Reading which will support an action plan	AD, HF, CD	Spring 2	Staff meeting, training,	AD, SLT, CD	
8. To implement a phonics scheme and provide relevant training to all staff	AD, SLT, teachers and TAs	Spring 2	Staff training, PPA, L&M time, Ecost of phonics	AD, HF, CD	
9. To use a wider range of strategies to support and improve the reading fluency of children (a focus on children WTS in Years 3 and 4) see DEEP DIVE IN READING	All teachers and TAs	Spring 2 and Summer term	Staff meeting, training, PPA, L&M time. Ecost of books	AD, HF, CD	
10. To use a wide range of strategies to support and improve writing (English) of children	All teachers and TAs	Spring and summer term	Staff meeting, training, PPA,	AD, HF, CD	

PRIORITY 3 : Personal Development

Success Criteria:

- ✓ Children feel safe and happy in the classroom, lunchtimes and playtimes.
- ✓ To embed focus on pupils making informed choices about healthy eating, fitness and their emotional and mental well-being;
- ✓ To ensure that pupils have an age appropriate understanding of healthy relationships and are confident to stay safe from abuse and exploitation;
- ✓ To continue to support children to understand how to stay safe online and the dangers of inappropriate use of mobile technology and social networking sites.
- ✓ The Ashfield Junior curriculum enhances pupils' spiritual, moral, social and cultural development
- ✓ Children develop growth mind set values so that they are independent, confident and resilient learners
- ✓ All children have high aspirations to *dream big, be extraordinary and to change the world*
- ✓ Ashfield children have a good understanding of their rights and British values so that they are outward thinking and ready for the next step of their education
- ✓ Parents have an excellent understanding of how to keep their children safe on line and the dangers of inappropriate use of mobile technology;
- ✓ To ensure staff are well supported to look after their own well-being and mental health;

Actions required (steps to be taken)	Action by whom	Action by when	Resources inc CPD, staff mtg, L&M time	Monitoring (how and who)	Evaluation by HT in consultation with SLT; with input from other staff pre FGB Meeting each term. Input from Governors at FGB
1. To provide relevant assemblies and lessons for children on e-safety	AD, RP, teachers.	Spring and Summer term	PPA time, L&M time,	RP	Safer Internet Day (Feb 22) assembly and lesson Online Safety training (x1) (Spring 1)
2. To continue providing letters/leaflets or communication via the website or newsletter to parents on e- safety (updated) for all parents	AD	Termly	Photocopied letters/leaflets, website updated	AD	Online safety mentioned on newsletter (x2), updated info on website, parent termly eSafety newsletter (Spring 1)
3. To introduce RRSA into everything we do at Ashfield and apply for Gold RRSA in 2022-23 Displays; articles etc all need to be in place within first 2 weeks of term so that children are familiar with this.	SLT and designated teacher for RRSA	2022-23	Staff Meetings, team meetings, assemblies, FOCIS Meetings with parents, PPA, L&M time	SLT	

<p>4. To continue to support children’s emotional wellbeing where appropriate and necessary</p>	<p>HT and SLT Class Teachers</p>	<p>On going</p>	<p>PPA, staff meetings £Drawing&Talking training, £FSW £counselling</p>	<p>AD</p>	<p>FSW (x4 families), other outside agencies, Drawing and Talking Sessions, Drawing and Talking training (x1 staff), professional counselling (x4 chn) (Spring 1). FSW Emotional wellbeing workshop (Spring 2)</p>
<p>5. To ensure that SMSC and British Values are reflected and embedded in the Ashfield Curriculum so that diversity can be celebrated (British Council International School Award for 2022-23)</p>	<p>HT, SLT and teachers</p>	<p>Ongoing</p>	<p>PPA, Staff meetings, L&M time,</p>	<p>AD, SLT, RB</p>	<p>Islam assembly (Spring 1)</p>

PRIORITY 4 : BEHAVIOUR AND ATTITUDES;

Success Criteria:

- ✓ Staff are well equipped to deal with managing children’s behaviour, social and emotional needs
- ✓ Pupils’ positive behaviour and conduct is good. Pupils are self-disciplined. Incidences of low-level disruption are rare.
- ✓ Children feel safe and happy at lunchtimes and playtimes.
- ✓ Children are confident, self-assured learners who show curiosity and a growth mind set values to support their learning
- ✓ Pupils’ impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour.

Actions required (steps to be taken)	Action by whom	Action by when	Resources inc CPD, staff mtg, L&M time	Monitorin g (how and who)	Evaluation by HT in consultation with SLT; with input from other staff pre FGB Meeting each term. Input from Governors at FGB
1. To ensure that behaviour is always managed consistently by all staff by adhering to the school’s behaviour policy, agreed behaviour strategies and STEPS training guidance.	AD, SLT, teachers and TAs,	Ongoing	Staff meetings, CPD, coaching / mentoring, assemblies,	SLT	Behaviour x 2 staff meetings (Spring 1), STEPS refresher training (x2 staff), assembly focus (Spring 1)
2. To develop pupils’ growth mind set values so that they can improve on their behaviour for learning skills (e.g. perseverance, determination, effort, hard work, curiosity, embracing challenges, feedback, teamwork and resilience)	AD, SLT, teachers and TAs,	Ongoing	Staff meetings, CPD, coaching / mentoring, assemblies,	SLT	Compass for life staff meeting and lessons (Spring 1)
3. To continue to improve the attendance and punctuality of children across the school	AD, SLT	Ongoing	Meetings,	AD, HF, CA (SEND)	Achievement assembly, new weekly newsletter focus on attendance, meeting with AIO (Spring 1)

Timescales: Quality of Education		
School Development Priority 2 and 3 (Ashfield Curriculum and Phonics/Reading)		
Ofsted focus		
Action	Who	Timescale
SIMS assessment training	AD	End of March 2022
Phonics scheme	AD, HF	By 25 th March 2022
Deep dive in Reading	HF, AD	By 25 th March 2022
Reading action plan	AD, HF, CA, CD	By end of March 2022
Share reading action plan with staff	AD, HF, CA, CD	By end of April 2022
Review subject leader files	AD, HF, CA	By end of March 2022
Phonics training to staff (including phonics observations of practice at infant schools)	AD, HF to organise	By end of May 2022
Ashfield Curriculum completed <ul style="list-style-type: none"> - Rationale of Ashfield Curriculum - ILL for Ashfield Curriculum and each subject area - Subject leader support, training, staff meetings, coaching and activities - Long-term curriculum overview for each year group and subject - Progression of skills - Vocabulary 	AD, HF, CA, CD All teachers	By end of July 2022

Timescales: IT and Computing		
School Development Priority 1 (CPOMS link to safeguarding)		
School Development Priority 3 (Personal Development – online safety)		
Action	Who	Timescale
CPOMS training	AD All staff	By the end of March 2022
SIMS training	AD, all teachers and HLTAs	By end of March 2022
Decision of IT network (Daniel Brooks)	AD, HF, RP	By 11 th March 2022
eSafety curriculum and embedded into overview	AD, RP	By end of July 2022
Implement stage 1 of IT 3 year action plan (staff laptops)	AD, HF, RP	By end of July 2022
New school website	AD	Ready by end of September 2022

Timescales: Transition		
Ofsted development point		
Action	Who	Timescale
Meeting with HT at Merry Hill Infant School (MHIS)	AD,	End of Spring 1
DHT/AHT meeting	HF	End of Spring 1
Ashfield and MHIS transitional events in place (events throughout Summer term)	HF,	End of Spring 1
CPOMs training at MHIS	All staff	2 nd March 2022
Phonics observation and meeting with MHIS SLT	AD, HF	1 st March 2022
Transitional Policy	AD, HF	By end of May 2022 (ratification at CAP committee in June 2022)
Transitional events (activities for different year groups, whole school activity and teachers)	AD, HF Staff	Throughout summer term
New to school Year 3 parents to visit Ashfield	AD, HF	By June 2022
Open afternoon/evening for new to school Year 3 parents	AD, HF	July 2022
HT meeting	AD	September 2022
DHT/AHT meeting and transitional events for 2022/23	HF	September 2022
Meeting for prospective Year 3 parents	AD, HF	October 2022
Open morning/afternoon visits for prospective parents	AD, HF	November 2022

Timescales: Behaviour		
School Development Priority 3		
Action	Who	Timescale
Staff meeting focus on behaviour and behaviour for learning (and Compass for Life)	AD, HF Teachers	End of March 2022
Behaviour and BfL assemblies	AD, HF	Weekly in Spring Term and Summer Term
HIP visit and observations	AD, HF, Liz Hawkins	15 th March 2022
School Council elected	AD, HF, Teachers	End of March 2022
New behaviour reward system in place	AD, HF, CA, Teachers	Start of Summer 1 (April 2022)
STEPS refresher training	HF, CA All staff	End of May 2022
Observations	AD, HF, CA,	March 2022 and June 2022
New Behaviour Policy	CA, HF AD	July 2022
Family buddy system in place	HF, CA	April to July 2022
Unicef Rights Respecting School Agenda	AD	2022/2023

Timescales: Governance		
School Development Priority 1 (Governors)		
Ofsted Development point		
Action	Who	Timescale
Strengthen governance with addition of new governors	AD, CH	End of March 2022
Finalise constitution of GB, Terms of Reference for Committees and Link governor roles	CH, FGB	End of March 2022
Organise Governor Day	CH, AD	By June 2022
Governor Code of Conduct ratified by governors	CH	For June 2022 FGB
Governor III	CH, JB, SV, AS AD	By end of July 2022
Governor induction pack completed	AD, CH	By end of July 2022

Timescales: Projects/works		
Action	Who	Timescale
Organise BIP	AD	End of March 2022
Design DHT new office	HF, Bob	End of March 2022
Phase 1 of IT plan (staff laptops)	AD, HF	By end of July 2022
Combination oven replaced in the school kitchen	AD	August 2022
New windows (2 nd phase) (capital fund)	AD	August 2022

Timescales: Parents		
Action	Who	Timescale
Weekly parents newsletter	AD	Spring 1 – ongoing
ASHA meeting with HT	AD	End of February 2022
ASHA programme of events organised	AD	End of February 2022
Summer fair date organised	AD, HF	By mid-March 2022
Parents open afternoon (3:15pm to 5:15pm)	AD	Last week of March 2022?
Parent informed on school priorities	AD	Last week of March 2022?
Parents informed about collecting children from playground at 3:05pm	AD	Last week of March 2022
Parent questionnaire	AD	June 2022
Parents open afternoon	AD	July 2022

OTHER PLANS for 2021-2022			
Financial Year	Premises	Staffing	Finance
2021-2022	<ul style="list-style-type: none"> • Windows project • 	<ul style="list-style-type: none"> • Review staffing structure • Review Learning Support Assistant Structure and Best Value Support Programme • Review Midday Supervisory Assistant Structure 	<ul style="list-style-type: none"> • Review relevant renewal contracts • Review Cleaning Contract • Review subscriptions • Plan use of Capital Projects – (windows) • To consider ways of raising funds to continue projects and develop the school. • To invest in the Business Improvement Partner (BIP) from HfL
UPDATING ICT/TECHNOLOGY PLAN			
<ul style="list-style-type: none"> • Long term (3 year) vision and strategy for developing ICT across the school • Continuation with SIMS • Introduction of CPOMs and Evolve • Consider when and what cloud-based system the school will move forward with (e.g. Teams or Google) – timeframe needed • Purchase of laptops or chrome books for SLT and teachers (PPA/L&M time) • Purchase of children’s chrome books/laptops 			

Additional 2 Year Plan (What about the future?)		
	2022-2023	2023-2024
School based improvement and initiatives	<ul style="list-style-type: none"> • On-going priorities as set out in SDP • All staff to address any aspects of provision and practice identified in evaluation work carried out by SLT and subject leaders • Further curriculum development – completion of curriculum mapping and identification of Intent, Implementation and Impact for all subjects and aspects • Consider on how to Extend School provision – e.g. after-school clubs, breakfast and after school provision • To consider how to maximise the Lettings of the school • Governing Body Developments – use of link visits and governor training • Development of ICT resources and strategy • Managing the school budget effectively as funding gets tighter • Promoting and marketing the school to ensure a full roll of children • New school website 	<ul style="list-style-type: none"> • To ensure new staff structure is working, staff are well supported and the quality of provision and practice continues to be enhanced following movement of teaching and support staff • Ongoing development of ICT resources and strategy
External demands and influences	<ul style="list-style-type: none"> • SEND – budgets, places in special schools • Demanding changes to the educational landscape • Tighter budget • Curriculum Developments • Meet all statutory requirements • Reporting to parents through school website – budget position; use of Pupil Premium and Sports Premium 	<ul style="list-style-type: none"> • SEND – budgets, places in special schools • Demanding changes to the educational landscape • Tighter budget • Curriculum Developments • Meet all statutory requirements • Reporting to parents through school website – budget position; use of Pupil Premium and Sports Premium