



Ashfield Junior School

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

Ashfield Junior School School Development Plan 2022/23

Ashfield Junior School SDP – September 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.
- ✓ The school is supported by the Business Improvement Partner (BIP) to support management of the school from a business perspective
- ✓ 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	
2. To develop the knowledge and skills of the headteacher. <ul style="list-style-type: none"> - Enrol new headteacher on 'New to Headteacher Programme' and attend relevant training - Headteacher mentor - Attend CPD relevant to position 	AD	Ongoing	£1,600 (this has already been budgeted from 21-22 budget)	AD	
3. To support Headteacher SLT through leading the school and focus on school priorities to move the school forward. Enrolled on full HfL package.	AD	Termly	£2,336	AD	
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	

<p>5. SLT to support subject leaders in the monitoring, evaluation and action plan cycle through a timetable of activities.</p> <ul style="list-style-type: none"> - 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	L&M time, staff meetings	AD and SLT	
<p>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.</p>	AD and SLT	Ongoing	Meetings, PPM £7000 £3000	AD and SLT	
<p>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</p>	AD and SLT, RP	Termly	SLT/Staff Meetings	SLT, RP	
<p>8. To strengthen the school Governing Body, to support, challenge and hold the school to account</p> <ul style="list-style-type: none"> - 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	
<p>9. An effective safeguarding culture across the school</p> <ul style="list-style-type: none"> - CPOMS - Policies - Prevent and relevant Safeguarding training (leaders and staff) 	AD and SLT	Ongoing	CPD £750, Staff meetings, INSETs	AD	
<p>10. To improve the transition links with the local infant feeder school</p> <ul style="list-style-type: none"> - Termly meetings with MHIS SLT - Range of activities involving both schools throughout the year group held at each school - Visit of HT at MHIS for Year 2 parents 	AD, HF	Ongoing	L&M time,	AD, HF	
<p>11. To ensure that subject leaders effectively lead their subjects and receive any support necessary</p> <ul style="list-style-type: none"> - Completing and evaluating subject leader action plans 	AD	Ongoing	INSET, staff meetings, L&M time,	AD, SLT	

- Carrying out role and subject leader responsibilities and tasks					
- Completing governor subject leader questionnaires					

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	Ongoing	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. <ul style="list-style-type: none"> - To develop a clear curriculum overview - Vocabulary focus for each subject 	AD, SLT and teachers	Ongoing	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. 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	
6. To buy colour banded reading books to support reading	AD, HF, CD	Autumn	Staff meeting, training, L&M time £600	AD, SLT, CD	
7. To embed teaching and learning systems and routines in class <ul style="list-style-type: none"> - Ashfield Great Expectations - High expectations of children's books 	Akl Teacher	Autumn Ongoing	Staff meeting, training,	AD, SLT	
8. To implement a phonics scheme and provide relevant training to all staff <ul style="list-style-type: none"> - Phonics training - Monitoring and observations of implementation - Ongoing support and training for staff (peer teaching) 	AD, SLT, teachers and TAs	Autumn term	INSET, Staff training, PPA, L&M time, £1000	AD, HF, CD	
9. To embed the range of strategies to support and improve the reading fluency of children (a focus on children WTS in Years 3 and 4)	All teachers and TAs	Autumn term	Staff meeting, training, PPA, L&M time.	AD, HF, CD	
10. To use a wide range of strategies to support and improve writing (English) of children <ul style="list-style-type: none"> - Staff training (CD attending punctuation in KS2) and to deliver to the school - Staff support and training - HfL English resources and planning 	All teachers and TAs	Termly	Staff meeting, training, PPA,	AD, HF, CD	
11. To have a rigorous and robust systems in place for monitoring children with SEND <ul style="list-style-type: none"> - Staff meeting to share expectations and practice - Revised support plan - Regular ½ termly monitoring 	All teachers	Autumn term	Staff meeting, training, PPA	CA	

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 online 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.	Termly	PPA time, L&M time, staff meetings	RP	
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/leafl ets, website updated	AD	
3. To provide relevant assemblies on safeguarding children and how to keep safe - Safe hand and protective behaviours - Worry box in classrooms - Improving the zones of regulation within the classroom and school - Children know how and to who they can address their worries	AD, SLT, CG	Autumn term, Termly	Staff meetings, CPD, L&M time	AD, SLT,	
4. To continue to support children's emotional wellbeing where appropriate and necessary	HT and SLT Class Teachers	On going	PPA, staff meetings £Drawing&T alking £7000 FSW £3000 SafeSpace	AD	

5. To ensure that SMSC and British Values are reflected and embedded in the Ashfield Curriculum so that diversity can be celebrated	HT, SLT and teachers	Ongoing	PPA, Staff meetings, L&M time,	AD, SLT, RB	
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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	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 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	
2. To embed Compass for Life across the school so that children can be aspirational and develop a growth mind set	Teachers	Ongoing	Staff meetings, PPA time, L&M time	RB, SLT	
3. 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) <ul style="list-style-type: none"> - Staff training - Modelling GMS language and behaviour to children - Workshops - Inspirational people 	AD, SLT, teachers and TAs,	Ongoing	Staff meetings, CPD, coaching / mentoring, assemblies,	SLT	

- Assemblies					
4. To continue to improve the attendance and punctuality of children across the school	AD, SLT	Ongoing	Meetings,	AD, HF, CA (SEND)	

Timescales: Quality of Education		
School Development Priority 2 and 3 (Ashfield Curriculum and Phonics/Reading)		
Ofsted focus		
Action	Who	Timescale
Share expectations of Subject Leader File (hard copy) and contents of file (what they are expected to have). Release time to complete file (RB to cover).	SLT	Beginning of Autumn Term
Review subject leader files		End of Autumn Term
Phonics training to staff (including phonics observations of practice at infant schools) <ul style="list-style-type: none"> - Observations (in house and local schools) - Peer support and delivery of phonics 	AD to organise Teachers/TAs	September 2022 (Inset for training)
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	End of Spring Term 2023

Timescales: SEND		
School Development Priority 1 (Leadership)		
School Development Priority 2 Quality of Education (for children with SEND)		
Action	Who	Timescale
Children with SEND new support plan in place and shared with staff training	CA, AD	September 2022
Staff using the new support plan in Autumn 2022	Teachers, CA	September 2022
SEND support plan monitored and reviewed	Teachers, TAs, CA, SLT	Each half-term

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 for TAs (refresher training and updates for all staff wherever necessary)	AD All staff	September 2022
eSafety curriculum and embedded into overview (one eSafety lesson taught discreetly every half-term) <ul style="list-style-type: none"> - Inform esafety overview with staff - Staff to follow the overview (one lesson per half-term on the given focus) - Monitoring/evidence - Pupil voice 	AD, RP	September 2022 Ongoing monitoring (Spring/Summer Term)
Implement Phase 1 and Phase 2 of the move to the cloud (IT 3 year vision)	AD, HF, RP	By end of Spring Term 2022
School website updated on a regular basis and freshened up <ul style="list-style-type: none"> - Update different pages with up to date news - Simplify the organisation of the website 	AD, JW, JB (Gov)	End of Autumn Term 2022

Timescales: Behaviour and Behaviour for Learning		
School Development Priority 3		
Action	Who	Timescale
Staff meeting focus on behaviour and behaviour for learning (and Compass for Life)	AD, HF Teachers	INSETS (September 22)
Behaviour and BfL assemblies	AD, HF	Autumn Term Spring Term Summer Term
Observations	AD, HF, CA, HIP	Autumn Term Spring Term Summer Term
School Council elected	AD, HF, Teachers	End of September 2022
Embed behaviour reward system in place	AD, HF, CA, Teachers	Ongoing
STEPS refresher training and Attachment Trauma training	HF, CA All staff	September 2022
Observations	AD, HF, CA,	March 2022 and June 2022 – completed
Behaviour Policy - Share with staff (particularly the levelled approach ladders)	CA, HF AD	September 22
Family buddy system in place	HF, CA	September 22

Timescales: Governance		
School Development Priority 1 (Governors)		
Ofsted Development point		
Action	Who	Timescale
Fill final Governor vacancy (co-opted governor)	CH	By Spring Term
Governor Day (set date for Governor Day 2023)	CH, AD	By October 2022
Governor Vision Day <ul style="list-style-type: none"> - Constitution of GB - Share vision and values - Share expectations of Governor role and responsibilities - ToR - Committee Links and governor roles - Governor III - Governor induction pack completed 	CH	September 2022
Governor SEF completed and shared	CH	October 2022

Timescales: Projects/works		
Action	Who	Timescale
Phase 1 and 2 of the new IT plan (3 year vision plan)	AD, HF	By end of Spring Term 23
Combination oven replaced in the school kitchen	AD	?
New windows (2 nd phase) (capital fund)	AD	Postponed

Timescales: Parents		
Action	Who	Timescale
ASHA meeting with HT	AD	End of Autumn 1
ASHA programme of events organised	AD	End of Autumn 1
Summer fair date organised	AD, HF	By End of Autumn Term
Parent informed on school priorities and welcome back letter	AD	Welcome back letter – September 22 SDP priorities – end of Autumn 1 and progress
Parent questionnaire	AD	June 2022 – not completed

OTHER PLANS for 2022-23			
Financial Year	Premises	Staffing	Finance
2022-23	<ul style="list-style-type: none"> • Windows project • Kitchen equipment 	<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/IT) • To consider ways of raising funds to continue projects and develop the school. • To invest in the Business Improvement Partner (BIP) from HfL • To consider how to maximise the Lettings of the school • Promoting and marketing the school to ensure a full roll of children •
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 • Embed the use of CPOMs • Introduction for staff to use Evolve for risk assessments • Phase 1 and Phase 2 of the new IT 3 year plan (spring 23) 			

Additional 2 Year Plan (What about the future?)		
	2023-2024	2024-2025
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 – review and evaluation of our 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 • Development of ICT resources and strategy (Phase 3 of the 3 year plan and migrating to Google Cloud) • Managing the school budget effectively as funding gets tighter • 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 • White Paper – push to academisation/federation • 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 • White Paper – push to academisation/federation • 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
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