

Blossom Federation

Daubeney, Sebright and Lauriston



and in partnership with Colvestone Primary School

School Development Plan

2023 - 2024

School Development Plan

2023 - 2024

Contents

1. School Development planning process
2. School Development Priorities
3. School Development on a Page
- 4.
5. **SDP1: To further develop staff at all levels**
6. **SDP2: Continue to develop high quality inclusive practice**
7. **SDP3: Continue to embed a mastery approach to teaching and learning in Maths so outcomes improve across the school.**
8. **SDP4: To continue to develop our curriculum provision. (Presentation, handwriting, spelling, reading, writing, marking and feedback, EYFS, wider curriculum)**
9. **SDP 5: To prioritize a quality provision for staff and pupil's mental health and wellbeing.**

Colvestone Primary School

The School Development Plan Process 2023-2024

Each year the staff, children and governors review the progress we have made and identify areas of focus for continued Development for the future. This self-review and evaluation is part of our ongoing school Development cycle and helps us to devise the 'School Development Plan' or SDP.

The SDP runs for the academic year from September 2023 – July 2024. You will be familiar with the process by now, but throughout the year there will be updates about our progress on the School Development Plan and it is very important that all members of the school community have the opportunity to contribute towards this plan. All parents, staff and school governors are asked to contribute, as of course are the children.

Other areas which contribute to the School Development Planning Process:

- school data and assessment indicators
- key under performing groups
- trends and suggestions from our stakeholder questionnaires
- objectives as set by Hackney Education
- issues which have arisen from our own monitoring of teaching and learning
- our own strategic direction for the school e.g. Forest Schooling etc.

The plan is then formulated using this information. The purpose of the School Development Plan is to review and evaluate the impact of the previous year's developments, identify key areas for school Development and to outline the action to be taken in key areas.

Governors and the School Development Plan

The monitoring of the School Development Plan is delegated to Governing Body committees:

- The Curriculum and Standards Committee (Teaching & Learning Committee at Colvestone) monitors curriculum related matters. Subject Leaders may make presentations to the committee and the termly report updates governors on the progress made in these areas. There are governors with areas of responsibility such as English, Maths and Safeguarding. These governors are asked to make a visit to the school to meet with leaders and to present a short report about their visit to the Committee.

- The Finance & Staffing Committee (Finance & Resources Committee at Colvestone) monitors Staffing and personnel decisions. They review the links between School Development, CPD, Teaching and Learning and pay as part of a rigorous appraisal circle.

The Executive Head Teacher and Heads of School will meet with the Chair of Governors to share the planning stages of this document, their ideas and developments.

School Development Planning 2023-2024

Task	Start Date	Person Responsible	Consultation process	Completion Date
Steering overall process & Initial discussions	Summer 1 / Summer 2	Robin Warren	HoS Meeting Senior Leadership Meetings	May/June 2023 onwards
Federation SLT Meeting to outline process and initial areas for focus	April 2023	Robin Warren	Federation SLT Meeting	April 2023
Children's Questionnaire circulation	May & June 2023	Anna Lucey	SLT Meeting	June 2023
Staff Questionnaire circulation	June 2023	Anna Lucey	SLT Meeting	June 2023
Parents & Carers Questionnaire circulation	June 2023	Anna Lucey	SLT Meeting	June 2023
Collating information for planning of SDP	July 2023	Anna Lucey	School Self Review Process Leadership Team Meetings	July 2023
Analysis of EYFS, Phonics, SATS and MTC Data to inform priorities	July 2023	Assessment Leads	SLT Meetings	July 2023
Deciding priorities and aims within SDP	July 2023	Senior Leadership Teams SMT	Responding to indicators plus Questionnaires to staff, parents and carers, governors and children EYFS, KS1 & KS2 data etc	July 2023

Drawing up draft SDP action plans	July 2023	Senior Leadership Teams	Senior Leadership meetings	July 2023
Current SDP Evaluated and summary report completed	July 2023	SDP Nominated Lead	Senior Leadership Meetings	July 2023
Meet with Local School Committee chairs	July 2023	Robin Warren Heads of School Local School Committee chairs Chairs of Governors	LSC's in Autumn Term	July 2023
Other In-Year Data analyzes to inform final draft	July/August 2023	Assessment Leads	Senior Leadership Meetings	August 2023
Draft Ready to inform September INSET SDP Presentation	August 2023	Robin Warren Heads of School Nominated member of SLT	SLT's	Sept 2023
SDP Headlines communicated to staff, parents and Governors	September 2023	Robin Warren (Federation wide) Heads of School	SLT's	Sept 2023
SDP Objectives published in all school communal areas	September 2023	Heads of School	SLT's	Sept 2023
Edit	September 2023	Nominated Member - SLT	Senior Leadership Team	30th Sept 2023
Producing and circulating written plan to staff and governors	September / October 2023	Nominated Member of SLT	Staff INSET GB Meeting	September / October 2023
Subject Leader/Team Action Plans	October 2023 Termly	Heads of School	SLT's	Half Term

SDP shared with LSC's	Termly	LSC	LSC	Termly
SDP Newsletter Published	October 2023 February 2024 June 2024	Robin Warren & Nominated Member of SLT	EHT	Termly
SDP Review	Termly	Heads of School Nominated Member of SLT		Termly
Questionnaires to staff, pupils and families...cycle begins again	Summer Term	SLT	Headteacher	Summer Term

Glossary

SLT	SMT	LSA	HLTA	SEND	EHCP	MAT	SALT	REU	PHSE	WAMHS
Senior Leadership Team	Senior Management Team	Learning Support Assistant	Higher Learning Teaching Assistant	Special Education Needs and Disabilities	Education Health Care Plans	Multi Agency Team	Speech and Language Therapist	Re-engagement Unit	Personal Health Social and Emotional	Wellbeing and Mental Health in Schools

DR	DSR	CPD	MTC	GLD	WTS	SIP	ODR	FSA	PPG
Destmatin Reader	Daily Supported Reading	Continuing Professional Development	Multiplication Timetable Challenge	Good Level of Development	Working Towards Standard	School Improvement Partner	One Day Review	Family Staff Association	Pupil Premium Grant

School Improvement Indicators

<i>School Data & Assessment</i>	<i>Teaching & Learning</i>	<i>Staffing</i>
<ul style="list-style-type: none"> ● EYFS foci: continue to embed good practice and ensure the majority of children achieve a GLD (Good Level of Development) . Identify focus group post baseline assessments. ● Y1 foci: phonics outcomes to meet or exceed national outcomes; ● Y2 and 3 foci are: make accelerated progress to meet or exceed national EoY outcomes; ● Y4 foci : MTC outcomes to meet or exceed national; . ● Y5 foci: Y4 MTC WTS pupils; ● Y6 foci : Focus on Maths 	<ul style="list-style-type: none"> ● Continue to improve the quality of teaching in Phonics . ● Improve the quality of teaching in Maths to ensure good outcomes ● To improve the quality of teaching of multiplications ● Embed new EYFS and Y1 curriculum ● New Science Lead to continue the teaching and learning of sequenced and progressive science curriculum ● Improve quality of SEND adaptation 	<ul style="list-style-type: none"> ● Induction of new teachers and Leaders of Science and Art ● Employ new LSA ● Employ new HLTA ● Staff wellbeing focus ● Ensure good communication and provide plenty of notice for deadlines. ● Continue to develop middle leaders
Strategy	Questionnaires	Other
<ul style="list-style-type: none"> ● Continue to Improve links with parent community ● Implement new behaviour Policy ● Continue to implement attendance procedures and improve attendance 	<ul style="list-style-type: none"> ● Focus on wellbeing being for staff, children and parents ● Playtime focus ● Behaviour focus - restorative approach ● Provide extra curricular activities ● Continue to develop communication ● Training for staff re SEND adaptive teaching ● Governor visits and support ● Sharing progress with parents 	<ul style="list-style-type: none"> ● Development of outdoor play ● Decorating across the school

Initial Strategic Planning

Contributions by all staff during September INSET

SDP1	SDP2	SDP3	SDP4	SDP5
<ul style="list-style-type: none"> ● Shared Practice ● further develop staff- individual training ● Federation support and visits ● links with federation ● Monitoring ● Clarity of expectations, roles and responsibilities ● Working with parallel leaders ● CPD linked to priorities ● ICT software and system ● Coaching ● Systems put in place - what/where/follow through ● All subject leads are aware of the teaching and learning in EYFS ● share good practice ● Restorative approach training ● Follow up CPD for LSA 	<ul style="list-style-type: none"> ● Interventions ● SALT support ● Training ● Provision ● MAT meetings ● SEN reviews ● Coffee mornings ● Parents involvement and communication ● Greater Depth ● Support plans ● Autism Awareness ● Inclusive learning ● Specialist support ● REU support ● Support with intervention ● CPD for all staff ● pupil centered approach ● links with other SENcos ● SEND weeks ● shared practice 	<ul style="list-style-type: none"> ● Maths focus on adaptive teaching ● Multiplication focus ● Promoting TTRS ● Assessment ● Consistent teaching of White Rose ● Parent engagement ● creative ways to teach math - outdoors ● Math week ● Focus on key vocabulary ● use of concrete materials ● team teaching ● 	<ul style="list-style-type: none"> ● Training and the consistent teaching of DR in KS2 ● Improvements of spelling and handwriting ● Maintaining standards in Reading and writing - Hackney/federation moderation ● Science focus - Resources - Floor books in Yr 1 - Structure/timing - Published scheme - Training - Other school support ● EYFS focus ● curriculum working parties ● Computing - Purple Mash - Online safety - agreement - Regular teaching - Training 	<ul style="list-style-type: none"> ● Celebration Assemblies ● Class assemblies ● Parents/governors ● Building works/decorations ● Clubs ● Playground focus ● Big Read ● Focus parent groups ● Events ● FSA ● Children's work/photographs displayed outside ● Social media ● Staff wellbeing ● Staff events ● social groups ● feelings box ● circle time ● regular updates from SLT re closure ● Mental Health days

School Development Priorities Poster

This document outlines how all leaders will work towards achieving our *School Development Priorities* and the actions to achieve them. Each of these priorities are allocated CPD/INSET time throughout the year and are the focus of whole school monitoring and learning walks during the year. Outside reviews of the school will also focus on these priorities and the progress we are making towards them e.g. Hackney Education SIP Process, Hackney Education SRAS Process, Internal monitoring of teaching and learning, feedback from subject leaders, cross federation development work etc.

The School Development priorities (SDP) for the academic year 2023 - 2024 are:



School Development Priorities 2023 - 2024

SDP1: To further develop staff at all levels.

SDP2: Continue to develop high quality inclusive practice.

SDP3: Continue to embed a mastery approach to teaching and learning in maths so outcomes improve across the school.

SDP4: To continue to develop our curriculum provision.
(Presentation, handwriting, spelling, reading, writing, marking and feedback, EYFS, wider curriculum)

SDP 5: To prioritise a quality provision for staff and pupil's mental health and wellbeing.

To find out more about our School Development Priorities, scan the QR code:



School Development Priority 1

SDP1: To further develop staff at all levels

<i>Rationale</i>	<i>What's already happening</i>	<i>What is going to happen?</i>
<ul style="list-style-type: none"> - In 2022-2023 there was a focus on developing middle leaders. Our ODR and SIP visits have commented on the development and progress of leaders. - This year's focus will be developing all staff within Colvestone. - This is to ensure all staff develop and make an impact across the school - This will be discussed in appraisals and providing support and training for individual developments.. 	<ul style="list-style-type: none"> - We now have a robust middle leadership team. - The middle leadership team are aware of the school development priorities and contribute to making changes within their subject. - Each term, middle leaders complete an Action Plan that is linked to the SDP. - There are regular SMT meetings. - There are termly monitoring schedules that focus on book monitoring and learning walks - There are termly ODR/SIP visits led by Jason Marantz and Rachel Thompson (Hackney Education). 	<p>Leaders to create Actions Plans for their subject</p> <p>Anna to create monitoring systems and to lead on feedback and follow through</p> <p>Leaders develop as leaders confidently talking about their subject and raising standards.</p> <p>Safeguarding is effective</p> <p>Termly School Improvement Partner Visits</p> <p>Termly One Day Review visits</p> <p>Appraisals</p> <p>Employ HTA</p> <p>CPD focus on school priorities and development</p>

<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Action 1: All staff have a clear understanding of their role and responsibilities and there are robust systems in place	Agreed roles and responsibilities shared with all staff September 2023	Staff are aware of their roles and responsibilities and have clear systems in place and raise standards to teaching and learning.	Book monitoring Observations Learning Walks Appraisals SDP focus for CPD ODR/SIP
Action 2: All staff have a drive to raise standards	Setting clear individual targets during appraisals that are linked to the SDP. To provide CPD and feedback during learning walks for continued developments.	All staff to have clear expectations of their roles and support staff in raising standards,	Appraisals SIP report Book monitoring Learning walks CPD feedback
Action 3: Leaders to confidently talk about their subject and raising standards	To provide opportunities to talk about their subjects and how they support in raising standards. - Talks with Anna, Robin, SIP -Visits and discussions with Blossom federation middle leaders. SLT to provide support and coaching	Leaders talk confidently about subjects to SIP, Ofsted, Parents, Teachers Leaders support staff, leading on CPD and sharing information via emails. Leaders lead on parent workshops.	SIP reports Parent feedback Feedback form CPD Staff Questionnaires Action Plans
Action 4: All staff have the opportunity for training and development	SLT provides opportunities for development. -Visits and discussions with Blossom Federation middle leaders. SLT to provide support and coaching	Staff develop key skills in their roles and confidently raise standards across the school	SIP reports Learning walks outcomes Parent feedback Feedback form CPD Staff Questionnaires

	Training and support from HE		
Action 5: Safeguarding is effective	Audit is completed by SLT and Chair of governors and create action plans from audit Statutory guidance read and understood by all stakeholders Assigned Safeguarding Governor (Rosie Condon)	The school is a safe place with robust systems.	SG Audit SG policy Training Remote access Safe visitor procedures
Action 6: All staff to have good knowledge of and implement our new behaviour policy	Staff training on Restorative approach Shared resources CPD assemblies	All staff are confident in implementing the new behaviour policy and are able to follow systems. Behaviour Systems and improvements	INSET Learning walks SIMS SIP/ODR

School Development Priority 2

SDP2: Continue to develop high quality inclusive practice

<i>Rationale</i>	<i>What's already happening</i>	<i>What is going to happen?</i>
<ul style="list-style-type: none"> - During SMT, it was agreed that SEND provision should be a priority for development. - During our ODR 2022 - 2023 it was agreed that SEND adaptation was a focus - There is less additional support than previous years and teachers need support and guidance to differentiate and ensure inclusivity. - We have a growing number of high needs children 	<p>The SENCO has a good understanding of the children's needs</p> <p>Staff have been provide with training linked to support, target setting and strategies</p> <p>We have an assigned S&L therapist, EP and specialist teacher</p> <p>MAP meetings are in place</p> <p>SEND children speak confidently about their learning and some are able to articulate how they receive support</p>	<p>Continue to show progression of children's learning</p> <p>Teachers to be able to set targets - support plans and including this in to whole class teaching and learning</p> <p>Teachers to confidently adapt teaching for inclusivity</p> <p>Give children opportunities to talk about their learning</p>

<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Action 1: Staff are confident in providing an inclusive environment	SENCo to support and provide training	Teachers are trained and modeled resources and strategies in class to ensure inclusivity and progression -	Now and Next Zones of regulations Visual timetables Support from specialist teachers
Action 2: Staff develop their SEND knowledge through support and training	SENco to plan and lead on training of different SEND needs Focus: Adaptive teaching	SENco to focus on adaptive teaching. Staff to feel confident in adapting planning and teaching to ensure inclusivity.	CPD training Learning Walks Support from specialist teachers Parents workshop/coffee morning
Action 3: Parents are involved in their children's education - support, progress and achievement	SENCO to ensure there are planned teacher - parents meetings to discuss targets, achievements and progression.	Teachers share and agree targets with parents. Parents are aware of support provided for their child and can work in partnership with the school to ensure progression.	SEND review training SEND review plans Parent meetings Children's books showing progression SEND coffee mornings
Action 4: There is evidence of progression in SEND books	SENCO to ensure children's books show differentiation and progression.	Teachers plan and teach activities at appropriate level for children to achieve and make progress	Book monitoring Learning walks SIP ODR Support from specialist teachers
Action 5: SEND children have opportunities to talk about their learning	SENCO to plan in regular discussions with SEND children to talk about their learning	Children are able to speak about: Prior learning What subjects they enjoy/do not enjoy? Why?	SIP Discussion with children

		<p>What do they do if they find something challenging? Their thoughts about reading? What do they do if the book is too difficult or too easy?</p>	
<p>Action 6: There is sufficient provision to meet all children's needs</p>	<p>SLT to ensure there is sufficient provision to support high needs children and interventions. SLT to create timetables to ensure SEND children (high needs) are supported through small group work, differentiation or interventions.</p>	<p>Appropriate support is in place for children to make progress</p>	<p>Timetable Learning walks Book monitoring</p>
<p>Action 8: Staff feel confident in dealing with challenging behaviour</p>	<p>Staff follow behaviour policy and behaviour is logged (Lead by Anna Lucey). Anna to work with REU to support individual children and providing training for staff</p>	<p>Behaviour is monitored to ensure there is early intervention and support for the child and family.</p>	<p>CPD REU support Behaviour walks Behaviour logs Mental Health</p>
<p>Action 9: Children are able to express their emotions and prioritize their mental health.</p>	<p>Mental Health Lead (Anna Lucey) to promote mental health across the school and ways to have good mental health</p>	<p>Children are able to express their emotions appropriate and use strategies if feelings become overwhelming</p>	<p>Assemblies Displays Newsletter MH days PSHE lessons Breathing techniques Calming corners in each class.</p>

School Development Priority 3

SDP3: Continue to embed a mastery approach to teaching and learning in math so outcomes improve across the school.

<i>Rationale</i>	<i>What's already happening</i>	<i>What is going to happen?</i>
<ul style="list-style-type: none"> - Based on the data and outcomes 2022-2023 there will focus in math - Historically, there was not an agreed math program; the school had used a variety of sources. - 2022 - 2023 - during ODR and SIP visits it was evident that there is now a consistent teaching of math using the White Rose Programme. - Further teaching and learning multiplications across the school can be improved. 	<p>There is good evidence in math books and there is now a consistent programme (White Rose) in place.</p> <p>There i an experienced teacher leading math</p> <p>There as been systems put in place to develop multiplications (Timetable Rockstars)</p> <p>SENCo has worked closely with Maths lead with a focus on adaptation. ODR commented on the improvements of adaptation in math.</p>	<p>Continue to embed White Rose approach to the T&L of Maths</p> <p>Good outcomes in math including MTC</p> <p>Teachers confidently adapt teaching in math</p>

<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Action 1: To ensure there is a continued consistent teaching of Maths across the school	Nasima (Maths Lead) to confidently lead Maths and provide training to all staff Emma Burton (Hackney Education Consultant) to support Nasima in leading Maths	Maths to be taught consistently across the school and Nasima to have opportunities to observe and support staff in teaching Maths	Learning walks SIP visits ODR CPD
Action 2: There is a clear overview of assessments, groupings and interventions to ensure progress and good outcomes	Nasima to ensure there is consistent assessment across the school	Teaching and learning is taught at the correct pitch with differentiated tasks	Learning Walks Book monitoring Progress Meetings SIP ODR
Action 3:1: To ensure our lowest 30% make sufficient progress in Maths	Assessment Lead (Nasima) to lead and plan robust progress meetings to ensure targets and support are put in place to support the lowest 30%. Teachers to lead on actions to support in the progress of children	Lowest 30% progress make sufficient progress	Progress meetings Teaching and learning MAP meetings Boosters Interventions Parent workshops
Action 3:2: to narrow the gap between attainment of PPG and non PPG pupils by the end of KS2.	Focus on strategies to improve outcomes for PPG children through use of the PPG ambassador. Track attainment and progress of PPG pupils as part of assessment cycle	Data for PPG and non PPG children reveals accelerated progress or improved outcomes for PPG pupils.	End KS2 tracking and data SMT Monitoring
Action 4: To is a robust a clear system across the school to raise standards of multiplication	Nasima to provide resources and training to deliver good teaching and learning of multiplications.	Majority of children know their multiplication to 12.	MTC Progress Meetings Assessment

	Naima to promote TTRS	Majority of year 4 children score 23 or above in MTC	Interventions Workshops
Action 5: Staff are able to adapt teaching for ensure inclusivity	Maths Lead and SENCo (Jennifer) to work collaboratively, supporting staff in adaptive teaching.	Staff are able to plan and use appropriate resources to adapt teaching.	CPD Learning Walks Observations Modeling SIP/ODR visits
Action 6: Further develop and embed our Mastery approach to Teaching & Learning of Maths.	Continued regular CPD with focus on specific elements of Mastery.	Learning Walks and SMT Monitoring demonstrate continued engagement with Mastery approach and high standards of Maths teaching. CPD provides opportunities to deepen understanding of specific elements of mastery.	Learning Walks SMT Monitoring CPD schedule

School Development Priority 4

SDP4: To continue to develop our curriculum provision.

(Presentation, handwriting, spelling, reading, writing, marking and feedback, EYFS, wider curriculum)

<i>Rationale</i>	<i>What's already happening</i>	<i>What is going to happen?</i>
<ul style="list-style-type: none"> - There is a clear structure to reading in KS1 with the use of DSR and the Blossom phonics programme. There is inconsistency in reading across KS2. - Literacy Lead and HoS spoke with the SIP and Literacy team from LA and it was agreed using Destination Reader would be a good approach in 2023 - 2024. - Literacy would need training before sharing with the KS2 team. - There Handwriting and spelling are taught but there are no handwriting and spelling schemes in place. - There is a Marking and Feedback Policy but needs revising. - Last year, new Science, computing and art schemes were embedded. - There is a new art lead and scene lead. 	<p>Literacy Lead attended two day DR training in July 2023.</p> <p>We have an experienced phonics lead who is able to drive phonics and raise the standards of teaching and learning in phonics.</p> <p>In Year 1, 83% of children passed the phonics screening check in 2022. 25% passed in year 2</p> <p>History and Geography is a strength and there is clear intent</p> <p>Middle Leaders have clear subject knowledge</p> <p>Children are able to recall their learning.</p>	<p>Literacy leads to DR training for all staff - support staff through learning walks and modeling sessions.</p> <p>Continue to embed quality teaching of phonics using the Blossom Federation phonics scheme</p> <p>Revise Marking and Feedback Policy</p> <p>Implement new spelling and handwriting schemes.</p> <p>Induct new Science Lead and Art Lead</p> <p>Ensure there are resources available and are used effectively</p>

<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Action 1: To continue to embed the Blossom Federation phonics programme ensuring consistency	Amy Coyne (Literacy Lead) to continue to monitor phonics lessons and provide training	Phonics is taught consistently across the school with good outcomes.	Phonics programme Reading Policy Teaching and learning Subject lead is able to talk about the subject and progression across the school.
Action 1.2: There is a clear phonics overview of assessments, groupings and interventions to ensure progress and good outcomes	Amy Coyne and Anna Lucey to create a yearly overview to ensure regular assessment and changing of groups.	Children are taught in their appropriate phase/set to ensure progress	Yearly overview assessment/data Progress meetings
Action 2: To ensure our lowest 30% make sufficient progress in reading and, writing	Assessment Lead (Naima) to lead and plan robust progress meetings to ensure targets and support are put in place to support the lowest 30%. Teachers to lead on actions to support in the progress of children	Lowest 30% progress make sufficient progress	Progress meetings Teaching and learning MAP meetings Boosters Interventions Parent workshops
Action 3: To introduce KS2 reading scheme - Destination reader	Literacy Lead to attend training and share practice with staff.	Staff teaching quality reading lessons to ensure good outcomes.	Assessments progress meeting learning walks Teaching and Learning
Action 4.1: Induct new science lead	New Science Lead to take on her new role and continue the developments of the new science curriculum embedded in 2022- 2023	Handover provided to the new science lead.	Handover with previous science lead Opportunities to visit Federation planning and resources Learning walks SIP and ODR visits

Action 4.2: The new science lead to ensure there is a continued consistent teaching of science across the school	New Science Lead to take on her new role and confidently lead the subject.	Science to be taught consistently across the school and Science Lead to have opportunities to observe and support staff in teaching science	Learning walks Book monitoring SIP visit ODR CPD
Action 5: Continue to embed a new computing scheme (PurpleMash) across the school.	Computing Lead to support the teaching and learning of computing.	Teachers confidently teach weekly computing lessons. There is good teaching and learning which shows good progression	Plans Teaching and learning modeling SIP CPD
Action 6.1: Induct new Art Lead	New Art Lead to take on her new role and continue the developments of the new art curriculum embedded in 2022- 2023	Handover provided to the new art lead.	Handover with previous art lead Opportunities to visit Federation planning and resources Learning walks SIP and ODR visits
Action 6.2: The new Art Lead to ensure there is a continued consistent teaching of science across the school	SLT to organize timetable for Teuta to teach Art across the school during PPA	Skills and knowledge of Art are taught effectively across the school	Sketch books Teaching and learning Display SIP
Action 7: Marking and feedback is consistent across the school	Staff to revise Marking and Feedback policy.	All staff are aware of the expectations of the marking and feedback policy and all adhere to the policy	book monitorings SIP/ODR visits
Action 8: There is a clear spelling and handwriting scheme	Literacy Lead to share guidelines to new systems of teaching spelling and handwriting	Spelling and handwriting is taught consistent across the school	book monitoring assessment

School Development Priority 5

SDP 5: To prioritize a quality provision for staff and pupil's mental health and wellbeing.

<i>Rationale</i>	<i>What's already happening</i>	<i>What is going to happen?</i>
<ul style="list-style-type: none"> - Pupil roll numbers are falling. - There is a proposal for Colvestone to merge with Princess May in September 2024 due to falling rolls. - The cabinet will make their decision regarding the merger in December 2023. - Staff may lose jobs if a merger goes ahead. - Parents and carers have highlighted they do not want Colvestone to close and do not want to merge with PM. - In our June 2023 questionnaire 17% of children stated they were worried about the school closing. - SEND parents are worried about their children having to transition to a new and possibly bigger school. 	<p>The school has a 'close knit' community.</p> <p>There is a FSA (Family Staff Association)</p> <p>HoS is the Mental Health Lead - there are weekly PSHE assemblies</p> <p>Children participate in mindfulness sessions</p> <p>Colvestone are part of the WAMHS project</p> <p>In parent questionnaire all parents highlighted they were happy sending their child to Colvestone</p>	<p>Continue to support staffs wellbeing</p> <p>Continue PSHE assemblies</p>

<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Action 1: Create a yearly overview of of events ensuring diversity	SLT and SMT to create a yearly calendar of events which is shared with parents	There are a variety of events the provide inclusivity, diversity and parent engagement	Yearly calendar Posters Celebrations on website/twitter Newsletter
Action 2: Develop a good relationship with FSA developing good communication and team work	Anna Lucey to meet regularly with the FSA to develop the school community and supporting the school through parent involvement and raising funds	All families feel welcomed and included within the school community and are able to offer their expertise and support.	FSA meeting Coffee morning Fundraising events
Action 3: Provide a variety of After School Clubs	Anna to ensure there is a variety of After School Clubs.	There are a variety of broad balance clubs available for all ages. Children have the opportunity to participate in extracurricular activities.	Websites Twitter Newsletter
Action 4: To ensure all staff's wellbeing is a priority	Staff are aware of support and contacts re wellbeing staff are provided with strategies of managing challenging times Staffwelling weeks - Duvet Week Individual support Support from WAMHS	Staff are able to express and manage their emotions appropriately , especially during challenging times - e.g possible closure	Duvet Week Questionnaires staff wellbeing board Beautiful moments boards social events wellbeing training
Action 5: To ensure all children's wellbeing is a priority	Weekly PSHE assemblies Mental Health Day and weeks Breathing techniques implementation of new behaviour Policy Calming corners - Teepee use of and training of Zones of	Children are able to express and manage their emotions appropriately , especially during challenging times - e.g possible closure	Questionnaires calming corner areas with zones of regulations weekly use of breathing techniques Mental health events Mental health website page

	regulations Feeling Boxes		
Action 6: To provide support for parents liked to mental health	Parents workshops and consultations with WAMHS Information provided in newsletters and website support for vulnerable families	Parents to be supported in the possible challenges of closures, ensuring their children have smooth transitions	workshops newsletter websites
Action 7: Continue to develop parent engagement and community	Year plans of parent events Use of parent questionnaires Providing workshops	Parents feel a part of the community and contribute to their child's education.	Parents events e.g come dine with me, multicultural afternoon workshops parents evenings summer fair
Action 8: Children have a well resources playground and resources are used appropriately	Purchase resources Assemblies to share how to use resources playground timetabling monitoring	Children develop good social skills.	Timetables Assemblies Twitter Website