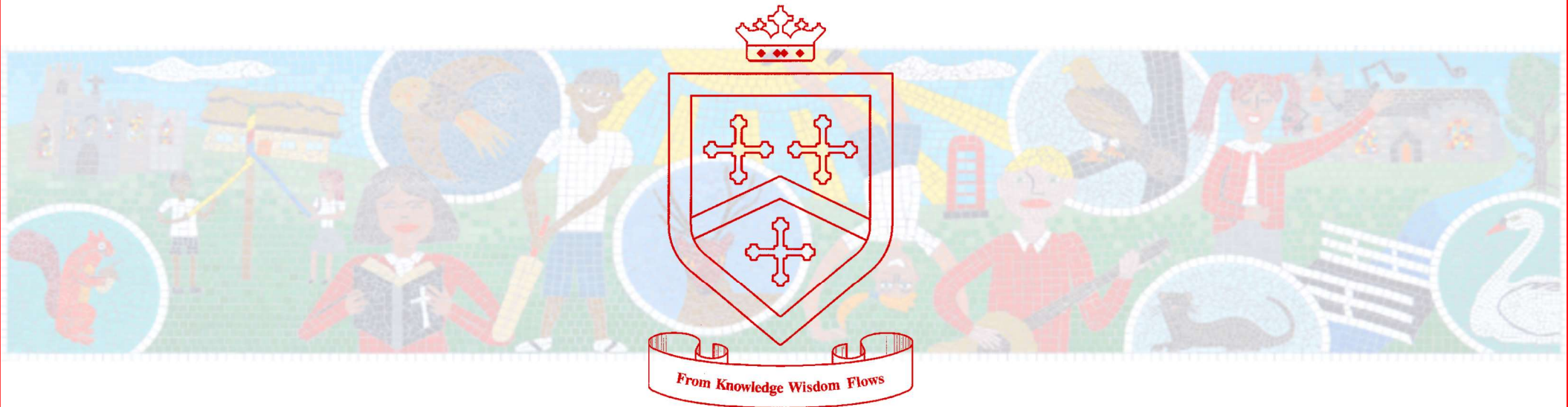
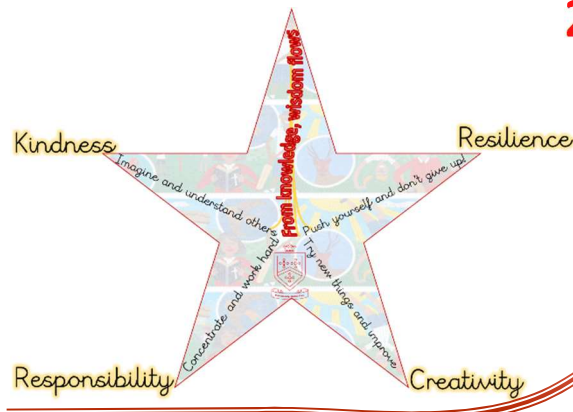


Great and Little Shelford C of E Primary School



School Development Plan

2022-2023



*We live and work in harmony
with love for one another
so we can achieve our potential
within a community of life-long learners.*

What does the school need to improve further?

Target 1: Collective Worship is a main driver of the school's Anglican vision.

Rationale: the strong Anglican ethos of the school should continue and Collective Worship should be used as an effective way to continue to drive this.

- Continued development of the long term plan for Collective Worship, including partnership work with Church Leaders (including mapping coverage of bible stories).
- Use of Collective Worship a vehicle to promote representation and diversity.
- Ensure that Collective Worship is led by a variety of people that represent the school community (including pupils, Church Leaders, a variety of staff and visitors).
- Ensure that all members of the community who attend Collective Worship are welcomed, engaged and participate (including reinstating the Ministry Team).
- Develop strategies, signals and visuals that create an atmosphere conducive to reflection within collective worship.

Target 2: Clear expectations support and promote professional wellbeing.

Rationale: professional wellbeing continues to be high priority for all members of the school community.

- Revisit, review, develop and set clear communication expectations for staff to staff communication (including emails, meetings, pupil priorities, absence notification, staffing changes)
- Develop and share clear expectations of school life, projects and activities to ensure that staff professional wellbeing is supported and there is a consistency so that all community members can achieve their potential.
- Ensure professional wellbeing continues to be prioritised by school leaders.
- Continue to develop the physical environment, with a view to supporting the wellbeing of pupils.

Target 3: Assessment is used in a consistent way to maximise progress.

Rationale: consistency in assessment throughout the curriculum should be finalised, to promote how staff plan for progress.

- Ensure that all teachers are confident in the assessment judgements within their year group, but also with an understanding of the learning journey.
- Develop a clear set of progressively consistent expectations around current assessment files.
- Embed the Little Wandle approach for Phonics, including the variety of interventions and assessments.

Target 4: The conduct and learning behaviour of pupils is a strength of the school and adults deal with positive and negative choices in a consistent manner, in-line with STEPS.

Rationale: continued prioritisation of conduct and learning behaviour is required, enabling all stakeholders to be clear of the positive and negative choices leading to positive and negative consequences.

- Enable all staff and pupils to have a consistent, shared vision of behaviour expectations, which are supported by a shared responsibility of upholding these through consequences (Positive choices lead to positive consequences)
- Enable pupils to articulate and display the characteristics of effective learners to achieve their potential: reward systems are tied into these.
- Relaunch and raise the profile of Growth Mindset within the school community.
- Ensure pupils take pride in their learning outcomes, can talk about how they approach challenges and how they improve their learning.

Target 5: Clear definition to roles and responsibilities enable leaders to lead with distributed leadership and professional trust.

Rationale: changes in personnel and introduction of leadership teams need establishing and supporting, to ensure best practice is captured and formalised (e.g. through 5.1)

- Develop clear Subject Leadership expectations, within the remit of the Subject Leadership Standards, the school expectations, systems, documentation and subject leadership time.
- Develop Subject Leadership teams, so that collaborative support and work can be at the heart of leadership (including termly meetings with a focus at each).
- Enable and ensure that Subject Leaders identify accurate key priorities for development for each subject and lead the progress against these.
- Develop the new Senior Leadership team to ensure consistency of leadership throughout the school.
- Continuation of lesson study, research approach and peer learning walks support staff CPD, pedagogy and ultimately classroom practice.

Key for leading area of the Vision and Shelford Star:

Live and work in harmony & Responsibility Love for one another & Kindness achieve our potential & Resilience community of life-long learners & Creativity

Review Key:

Not started

Started, not complete

Complete, objective achieved

Complete, desired outcome not achieved