



GRAND AVENUE
Primary and Nursery School



2022-2023

**Grand Avenue Primary and Nursery School
School Development Plan and Self Evaluation Form**

Enjoying Learning – Exceeding Expectations



Sustainable Travel
Accredited and Recognised
Higher standards level 2012



2022-2023

School Priorities

Quality of Teaching and Learning

Improving standards in Writing.

Improving consistency of planning

Leadership and Management

Re-establishing a positive whole school culture

Behaviour and Personal Development

Improving behaviour across the school

Teaching & Learning	Leadership and Management	Behaviour and Personal Development
<p>Writing: Improving teaching of grammar across the whole school</p> <p>Improve teaching of spelling across the school</p> <p>Improve standards of handwriting across the school</p> <p>To develop writing stamina in pupils</p> <p>Improved accountability across the school</p> <p>Modelling -purpose – worked examples, teacher thinking out loud -editing -up levelling -handwriting/layout/presentation -using the resources -repetition</p> <p>Strategies – red in my head, circling words, using children’s work to up level, repetition, visuals</p> <p>Other areas of focus: Questioning, feedback and practise</p> <p>Planning: Maths Planning overview</p> <p>All Foundation Subjects have planning in place.</p> <p>Support staff are planned for and have access to planning.</p> <p>KPIs across all subjects</p> <p>Vocabulary and retrieval</p>	<p>Re-establish staff working as a team & in teams</p> <p>Pupils and staff working together (collaboration)</p> <p>Working with parents</p> <p>Leadership – establish new SLT - Re-establish MLT roles & responsibility - Accountability - Well-being</p> <p>School vision to promote staff accountability</p> <p>Safeguarding</p> <p>-</p>	<p>Children to take ownership of their learning (learning behaviour)</p> <p>Staff being consistent in their approach/expectations</p> <p>Supporting vulnerable pupils/SEND</p>

Quality of Teaching & Learning

<p>Strategic Objective A:</p> <p>Improving standards in Writing.</p> <p>Improving consistency of planning</p>
<p>Key Outcomes:</p>
<p>Monitoring and Evidence</p> <p>Book scrutiny – all subject areas</p> <p>Planning</p> <p>Lesson observations</p> <p>Pupil voice</p> <p>Data outcomes</p>

WRITING

<p>Outcome 1:</p> <p>Transcription skills improved across the school</p>			<p>Measured by:</p> <p>Planning documents</p>		
Key Tasks/Actions		Lead	Implementation	Success criteria /Impact	Resources / cost Time Scales
BK	Phonics training for KS2 staff and new KS1 staff	NW/S C	<p>Organise RWI training by provider</p> <p>One day support from provider</p> <p>Phonics lead not timetabled to take group and implement monitoring programme.</p>	<p>All staff will have a secure understanding of RWI and confidently deliver lessons leading to improved pupil progress.</p>	<p>RWI training</p> <p>Autumn 1</p>

	Review handwriting expectations for each year group and resources used.	NA	Handwriting lead carry out whole school audit on practice and resources and feedback to SLT	Lead will have clear overview and ideas for next steps	Release time Autumn 1
MT	Introduce engaging resources to use to support handwriting	NA	Handwriting lead to investigate new resources Share at SM	All staff confident in delivering engaging handwriting lessons with appropriate resources	Autumn 2 Staff meeting time
DT	Develop and embed strategies for teaching and supporting spelling (eg book marks)	TBC	Learning Communities Peer observation, peer mentoring, professional dialogue, use of IRIS Supporting/facilitating classroom strategies and effectiveness of practice by MLT and spelling lead	Consistent strong practice seen across the year group. Lesson observations identify a variety of strategies used to ensure EVERY child is demonstrating understanding of how to attempt spelling of unfamiliar words.	Spring 1
	Review impact of RWI spelling and plan next steps - including how phonics is used to support spelling teaching and when spelling unfamiliar words	TBC – SC?	Spelling lead to carry out review – observations, data, book look, planning, pupil voice. Consider training implications Supporting/facilitating classroom strategies and effectiveness of practice by MLT and spelling lead Staff to plan additional rehearsal time after identifying children who need to further consolidate their spelling skills – GAP project	All staff will have a secure understanding of RWI spelling and confidently deliver lessons and additional support leading to improved pupil progress.	Spring 1
	Affirm expectations for handwriting across the school and resources to be used.	NA	Staff meeting	All staff delivering effective handwriting lessons leading to improved pupil handwriting	Spring 1
EP	Re-familiarise staff with Marking policy for spelling	AM	Share at INSET day	All staff adhering to marking policy – consistent approach	Autumn 1

	across the school		Staff meeting – moderation – children responding to marking. MLT moderation Spring 2.	across the school	
	Timetable handwriting sessions and interventions for those who need it	NA	MLT to plan, monitor and review regularly GAP project TA training considered	All staff delivering effective handwriting lessons leading to improved pupil handwriting. Targeted support for individuals leads to improved handwriting	Autumn 2

Outcome 2: Text generation skills improved across the school			Measured by: Planning documents		
Key Tasks/Actions		Lead	Implementation	Success criteria /Impact	Resources / cost Time Scales
BK	Clarify and embed importance of the different purposes of modelling: <ul style="list-style-type: none"> Worked examples (step by step) for children to follow during guided practice Teacher demonstrating how to use models/visuals Teacher demonstrating meta-cognition Teacher demonstrating reasoning/use of technical vocabulary Teacher demonstrating creativity and self-questioning Teacher demonstrating editing techniques Up-levelling of children's work 	MB	Staff meeting	Consistent strong practice seen across the year group. Consistent approach across the school	Spring 1

	<ul style="list-style-type: none"> • Handwriting, lay-out, presentation • How to use resources or prompts • Repetition 				
MT	Whole School grammar INSET by outside provider	SC/CS	<p>Staff meeting</p> <p>Learning communities to consolidate and share good practice</p>	Children demonstrate secure understanding of the age appropriate spelling and grammar skills in written work across the curriculum.	TBC - Autumn Training costs
	Observe good practice in-house and in neighbouring schools (grammar and modelling)	AM	<p>AM to contact AfC and find out which schools to observe in</p> <p>Contact schools and arrange observation schedule</p>	Lesson observations identify a variety of grammar and modelling strategies used	Spring 2
DT	Develop and embed strategies for teaching and supporting grammar	SLT/S C/CS	<p>Learning Communities</p> <p>Peer observation, peer mentoring, professional dialogue, use of IRIS</p> <p>Supporting/facilitating classroom strategies and effectiveness of practice by MLT</p>	Lesson observations identify a variety of strategies used to ensure EVERY child is demonstrating understanding of how to attempt spelling of unfamiliar words.	Following INSET
	<p>Explore strategies for modelling:</p> <ul style="list-style-type: none"> • Red in my head/green to be seen • Circling words • Dotting spelling to check • Children as 'experts' – peer mentoring, peer marking/evaluation, pair share, sentence sentences, reasoning grids (claim/evidence/connection) 	MB	<p>Learning Communities</p> <p>Dynamic display of modelled examples</p> <p>Planning scrutiny, books, lesson observation, pupil voice</p>	<p>Variety of modelling strategies used effectively</p> <p>Children able to use and apply models and demonstrate how they are working towards independence</p> <p>Children making use of modelled examples displayed and able to talk through their understanding</p>	Spring 2

EP	Explicit grammar sessions planned into PoR units and timetabled	SLT/SC	Writing lead to attend MLT MLT to share with year group Planning reviewed by writing lead and SLT	Grammar being effectively taught – improved pupil progress.	Spring 1
	Weekly Planning (planning the learning proforma) shows opportunities for scaffolded practice and independent practice	SLT/SC	Writing lead to attend MLT Opportunities given to children who need more rehearsal to consolidate and use and apply the techniques – planning and gap project Planning reviewed by writing lead and SLT	EVERY child able to use and apply modelled examples and demonstrate how they are moving to independence	Spring 1

Outcome 3: Improve executive function skills across the school – planning, reviewing and revising writing			Measured by: Planning documents		
Key Tasks/Actions		Lead	Implementation	Success criteria /Impact	Resources / cost Time Scales
BK	English overview created showing when genres of writing are taught throughout the school and approach used	SC/CS	Writing lead to attend MLT and create document Share with staff	Clear progression of genres taught across the school in place	Spring 1
MT/DT	Explore use of expanded success criteria and share good practice.	SC	Discussion at MLT and agree use Review at SM	Effective planning tool used to improve pupil writing	Autumn 2
EP	Planning identifying opportunities for longer writing sessions - planning, reviewing and revising	SC SLT	Discussion at MLT SLT planning/book look	Pupil writing stamina increased	Autumn 2
	Curriculum maps to clearly show when to teach characteristics/features of particular styles/forms of	AM	Discussion at MLT	Clear progression of skills taught across the school in	Spring 1

	writing in English and topic (further info column)		AM review and update	place	
	Learning Journeys used consistently across the school to show progression of skills in a unit.	SC/CS	Discussion at MLT Writing lead book look and learning walk (plus SLT)	Clear progression of skills taught across a unit in place.	Autumn 2

Outcome 4: Improved whole school accountability and consistency in writing			Measured by: Planning documents		
Key Tasks/Actions		Lead	Implementation	Success criteria /Impact	Resources / cost Time Scales
BK	Review Symphony Writing (change to KPI) statements – fewer, more concise and ensure clear progression	SLT	SLT to review Amend Symphony into clear year group KPIs for grammar (see non-negotiables) Share/edit with MLT	Staff are clear on what ARE looks like in writing – more accurate assessment	Autumn 2
MT	Clarity on how to use the non-negotiables with the children including displaying them	SLT	Review in MLT Review and confirm the specific grammatical areas to be expected and taught for each year group (non-negotiables) Staff meeting	Children are clear on what is expected of them	Autumn 2
DT	Clarity on how to use the KPI for assessing the children - Moderation to ensure every member of teaching staff knows what the expected standard looks like in each year	SLT	Staff meeting Moderation –phase	Staff are clear on what ARE looks like in writing – more accurate assessment	Spring 1
EP	Using non-negotiables for English writing in ALL subjects to maintain expectations across the	SLT	Discussion at MLT	Children are clear on what is	Spring 1

	curriculum		Observation by SLT and co-ordinators	expected of them	
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PLANNING

Outcome 1: Improve the consistency of planning			Measured by: Planning documents		
Key Tasks/Actions		Lead	Implementation	Success criteria /Impact	Resources / cost Time Scales
BK	Update planning procedures and practice documentation. Ensure clarity of what must or might be included	AM	Introduce and adapt at MLT Share at SM	Consistency of approach across the school All staff following guidance	Autumn 1
MT	Embed Maths planning proforma using White Rose for programme of study and supplementing it with other resources Investigate Numbots for Reception and KS1	NB	RS and NB to establish maths planning protocols Extra support time for teams to work with NB to plan – Yr 1 – 6 (RS to cover) KH to investigate Numbots/discuss with staff	Consistency of approach across the school All staff following guidance	BPL time Teacher release time RS cover Autumn 1
DT	Vocabulary and Retrieval - Both planned for - Clear expectation of pupils - How to be displayed identified/agreed	SLT	SM – peer support – look at planning (monitoring and providing feedback)	Planning includes vocabulary and retrieval	Autumn 1

	Support Staff planned for and have access to planning. Work with TAs to understand what they would find most useful.	SP/CW	TA meeting – Discussion around best practice Feedback to MLT Senior TA to create effective planning practice document Review termly in TA meeting	Effective use of TA to support pupils within class. Improved progress of pupils.	TA meeting Autumn 1
EP	Embed MTP for all foundation subjects and where they should be saved on the Google Drive. Embed the use of PoS and KPIs for all foundation subjects and in use consistently across the school	AM Co-ord MB/SP	Generic co-ord action plan to be used (AM email to staff) Co-ord to monitor planning (release time) and learning walk x 2 (on action plan) Decide on Google drive format and share with staff (SM)/Use Google docs	Consistency of approach across the school All staff following guidance	Release time for co-ord Autumn 1 Autumn 2 for co-ord monitoring and Learning walk (repeat learning walk in Spring 2)
	Monitoring the planning for each subject and each phase ensuring <ul style="list-style-type: none"> - Key points easy to pick up by anyone - Focus is on the LEARNING 	SLT Co-ord	SLT meeting – monitor planning – provide next steps to year groups Autumn – English Spring – Maths Summer - Science Feedback to Year group and generally in SM	Consistency of approach across the school All staff following guidance	SLT time Each term SM
EVALUATION:					

Leadership and Management

<p>Strategic Outcome C:</p> <p>Re-establishing a positive whole school culture</p>
<p>Key Outcomes:</p> <p>Striving for 85%+ ARE and 25%+ GD against KPIs across the curriculum</p>
<p>Monitoring and Evidence:</p> <p>Observations Pupil voice Book scrutiny Lesson observations Planning</p>

Outcome 1:			Measured by:		
Developing and embedding the School Vision					
Key Tasks/Actions		Lead	Implementation	Success criteria /Impact	Resources / cost Time scales
BK	Slim line the Vision – INSET Establish Values and Behaviour Framework	SLT	Introduce at INSET day Develop framework on INSET day MLT consider how superstars and merits fit into framework	All staff demonstrate agreed behaviours	Inset day MLT time Autumn 1
MT	Review how SLT demonstrate staff are nurtured and valued eg, popping into class to say have a nice week!	SLT	Discussion at SLT SLT to collaborate with well-being champions	Staff feel valued by school leadership team.	SLT time Autumn 2/spring 1
	Build the team and consider staff well-being	SLT/ WB	Well-being champion group – action plan	Staff to build wider relationships and feel	INSET day

		team	INSET – team building	valued as a member of the team	Autumn 1
DT	Re-establish GRAND Bricks and how to use them to support values and Learning Behaviour.	SLT	<p>One strand a half term – 2 bricks</p> <p>Link to assembly (long and MLT phase), superstar certificate, merits</p> <p>Share with staff plan – all bricks to come down and a new brick to be given out by SLT during assembly to be displayed in class.</p> <p>Sacha – organise Key Stage display in halls. Year group display in corridor – MLT to organise.</p> <p>Review behaviour framework document Spring 1 – link to bricks</p> <p>Go into the newsletter each week.</p>	GRAND bricks used to effectively support behaviour. Pupils behaviour meet expectations.	Autumn 1 and half termly for new bricks
EP	Rewrite Home School Agreement for staff, children, parents	AM	<p>Share at SLT</p> <p>Share at SM</p> <p>Distribute in welcome pack to new parents</p> <p>Relaunch with whole school parents (Annually with Yr 3)</p>	All stakeholders demonstrate agreed behaviours	<p>SM time</p> <p>SLT time</p> <p>Spring 2</p>
	Review how staff are held to account outside appraisal for deadlines, progress meeting individual needs etc.	SLT	<p>SLT discussion</p> <p>Linked to behaviour framework</p> <p>Introduce monthly phase meetings for moderation and CPD</p>	All staff demonstrate agreed behaviours	Spring 1
Evaluation:					

Outcome 2: Working collaboratively across the school and with stakeholders			Measured by:		
Key Tasks/Actions		Lead	Implementation	Success criteria /Impact	Resources / cost Time scale
BK	(See outcome 1 – embedding vision)				
MT	Explore opportunities for whole school collaboration, e.g. world book day class swap, projects, themed weeks.	MLT	Discussion at MLT – planning for the year ahead. Add to year group action plan. Plan theme weeks/days.	Pupils are confident with a range of adults	MLT time Autumn 1
	TA training to run interventions or manage motivational programmes eg TTRS competition	SP/C W	TA questionnaire MLT discussion on what would be useful	Staff are confident in delivering support across the school	MLT time Autumn 2
DT	Developing Home Learning (especially for KS1)	AM SLT	KS1 – discussion about purpose of HL and plan use and staggered approach. Consider resources needed/training. SLT monitor HL across the school Share in welcome meetings	HL is effective in communicating with parents and supporting learning	Meeting Autumn 2 Spring 2
EP	Re-establish volunteers – Induction and Training	AM	Message in newsletter and in year group welcome letters Niamh McGarry lead reading workshop	Strong home/school links established – improved support for pupils	Autumn 1
	Re-instantiate <ul style="list-style-type: none"> - Reading Buddies – SC/KH - Class ambassadors - MLT - Peer mediators - LS - School champions – SC - Playground Buddies – TA? 		In Action plans/co-ordinator plans MLT discussion Feedback to SLT/review	Effective support systems in place for pupils	MLT time Spring 1

Evaluation

Behaviour and Personal Development

Strategic Objective B:

Improving behaviour across the school.

Key Outcomes:

Zones of Regulation embedded across the school

Learning behaviour is consistently good across the school

Home learning is accessible to all pupils and provides an appropriate level of challenge

Systems in place support staff well being

Monitoring and Evidence

Observation of conduct and learning behaviour – consistently good

Children demonstrate they are able to self-regulate

Incidents recorded on Edaware reducing

Parents and children report the children feel safe in school and know who to go to for support

Outcome 1:

Behaviour: children take ownership of their behaviour

Measured by:

Children engaged and actively participating in lessons

Key Tasks/Actions

Lead

Implementation

Success criteria /Impact

Resources / cost Time Scales

BK

Emotion coaching to be introduced across the

SP

Arrange training

Staff use a supportive
behaviour management

Costs of training

	school		Review in MLT	approach to effectively support pupils.	TBC – Spring 1
	Develop Values and Behaviour Framework – high, clear expectations which all staff can follow	SP/MB	INSET day Review in staff meeting termly	Staff are consistent in their approach across the school	Autumn 1
MT	Pupil behaviour with extended staff groups: Communication, training for PPA, SMSAs, TAs	SLT	Discussion with MLT – effective ways of working with PPA staff Investigate training requirements	Staff are consistent in their approach across the school	Autumn 1
DT	Update policy and practice for Behaviour Contract	AM	AM to review Discuss with MLT	Staff are consistent in their approach across the school	Summer 1
	Clarify how we are ensuring the children know how to succeed and what good behaviour looks like; Knowing targets, correct resources, modelling by adults etc	SLT/MLT	Discussion SM Learning walk/observations MLT monitoring	Pupils are clear on behaviour expectations	Autumn 2
	Consistent whole school awards and sanctions policy (Year Group variations on top) Clarify behaviour policy and who to go to for support	SLT	Agreed expectations which hold children to account: <ul style="list-style-type: none">- Team stop sign, 1,2,3 (Ks1 and Yr 3)- Where do each year group leave the hall?- Should an adult supervise transition onto the playground?- Silence in corridors?- Hands behind backs? Uniform Use of term "Help Available" Discuss in SM	Staff are consistent in their approach across the school Pupils are clear on behaviour expectations	Autumn 2
EP	Supporting vulnerable pupils/SEND	SEND team	SEND team Joint problem solving/solution circles for specific	Pupils are effectively supported across the	Autumn 2

		SLT	children planned Behaviour Plans accessible and regularly reviewed in phase meetings Investigate ABA programme “United against Bullying”	school for the SEMH	
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TARGET 7: Governors to ensure accountability of the SDP priorities of; the wider curriculum design and implementation, behaviour and well-being through structured monitoring.				Measured by: meeting with staff, talking to children and observing them in the classroom and in the playground.	
Key Tasks/Actions		Lead	Time Scales	Success criteria /Impact	Notes
7.1	<p>Well-being</p> <p>Governors identify the pastoral processes in place to support staff and children's health and well-being.</p> <p>Monitoring how staff workload is being supported and children's progress is accelerated.</p>	R&F & C&C	Autumn 1 Spring 1 Summer 1	<p>Governors identify an embedded culture and whole school ethos of collaborative working and support allowing staff to deliver quality learning experiences and are signposted for support when this is needed.</p> <p>Governors identify an embedded culture and whole school ethos of pastoral nurturing which enables children to engage in learning and make good academic progress</p>	Extensive governor visit and report Spring 2022
7.2	<p>Leadership and Management</p> <p>Close monitoring of the progress and outcomes of the children identified in the GAP Project which will include PPG children, those from minority groups and vulnerable learners</p>	FGB JG CT MH	Autumn 2 Spring 2 Summer 2	Governors identify strengths of the project and able to effectively question and challenge to ensure all identified children make accelerated progress and reach targets	Jenny met termly with AA for PPG Cath to meet with CW for SEND
7.3	<p>Quality of Education Curriculum</p> <p>Governors meet with subject leaders to talk through progress against action plans and implementation & impact of completed Programmes of Study and Key Performance Indicators, ensuring all Ofsted recommendations are being addressed.</p>	FGB	Autumn 1 Spring 1 Summer 1	<p>Governors understand the actions taken by staff to implement the initiatives on the curriculum action plans and intended impact and the next steps.</p> <p>Understand the where the school is on the journey of curriculum development</p> <p>Aware of how the recommendations from Ofsted are being addressed.</p>	Languages Music Reflecting Realities Art English

7.4	Quality of Education Curriculum Governors to visit school to see lessons, talk with children about the wider curriculum. Evaluate any changes in response to Ofsted recommendations July 2021	C&C	Termly visits	Governors able to identify developments across the wider curriculum in line with action plan priorities and identified next steps. Governors recognise the deep learning undertaken by the children	
7.5	Govs CPD Establish personalised and directed training programme which is equitable across the governing body	FGB JG MH	Autumn 2 for roll out throughout the year	The governing body is fully skilled to challenge the strategic direction of the school and secure good outcomes for the children	
EVALUATION:					