

Cleves School Development Plan 2021-22

Trustees' long-term strategic intents 2021 – 2024

1. We will strive for academic excellence by providing a broad and engaging curriculum that inspires our children. Personalised teaching, strong support and extensive extra-curricular activities will ensure that every child can achieve their potential. (“Broad and engaging curriculum” below)

Success criteria

Data and pupils' work show we maintain high academic standards

We can show we have added to or enhanced our provision

We can demonstrate we have identified learning gaps, including those resulting from the pandemic, and are tackling these

We can show we have further exploited and embedded IT in new ways to support teaching and learning

We have evidence of personalised teaching and support and of staff's CPD being directed at identifying and supporting all children's needs and barriers to learning and developing

2. We will create a safe and secure environment for all of our children and staff, with a focus on mental health and wellbeing, where each person feels equally included, valued and able to participate. [“Safe and secure environment” below]

Success criteria

We have evidence that staff are aware of pupils' mental health and well-being and are addressing issues as they present

We have evidence of support for staff well-being

We can show that we celebrate and embrace diversity

Audits and monitoring demonstrate that safeguarding is robust and children feel safe

We can show we are proactive in identifying and managing risks

Explore an agenda for contributing to environmental sustainability

3. We shall target our support for children with special educational needs and all children who are disadvantaged or in some way vulnerable so that we not only “close the gap” educationally, but also give these children a head-start in all aspects of their education and wider development. [“Disadvantaged or vulnerable children” below]

Success criteria

We have evidence of tailored support to meet the needs [academic and other] of these children

We have evidence that we are closing the gap educationally for children with special needs and disadvantaged or vulnerable children

4. We shall build on existing partnerships and identify further opportunities to develop new partnerships or working relationships with other local schools. [“Build partnerships” below]

Success criteria

We have maintained or built on existing relationships with Manby Lodge, Oatlands and Groveland

We can point to benefits of local collaborations for our children and other schools' children

We have explored ways of strengthening curriculum links with our feeder schools

We have considered and/or established new relationships or roles with other schools

To note: the School Development Plan will show numerous actions to support these Intents and is a living document.

SUMMARY OF SDP

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| <p style="text-align: center;">Strategic Intent</p> <p>Broad and engaging curriculum Disadvantaged or vulnerable children</p> <p style="text-align: center;">Assessment and record keeping</p> <ul style="list-style-type: none"> • Increase low stakes testing • Each class teacher to have an action plan over and above year leader action plan • Early analysis of PPG data and book sample • Look at provision map formats with Emma • Plan in regular moderations to support INSIGHT • Introduce INSIGHT • Access to pobble • Phase leaders to moderate writing fortnightly • Re launch record keeping system for LSAs • LSAs to offer feedback slips • Monitor foundation outcomes using standards portfolio • Increased moderations – consider using PPA • Agree dates for targets to go home half termly • Teachers carrying out data analysis before pupil progress meetings • More robust pupil progress meeting especially focusing on year 6 and mastered vs GDS • Roll out marking policy and monitor • Monitoring times tables in lower school | <p style="text-align: center;">Strategic Intent</p> <p>Broad and engaging curriculum Disadvantaged or vulnerable children</p> <p style="text-align: center;">Attainment and Progress</p> <ul style="list-style-type: none"> • Appoint new recovery prog co ord • Weekend tutoring 10-12 • Weekend masterclasses • Photocopiable R W inc books that go home to keep • Use new PPG format • Morning book clubs • Breakfast and learning sessions • Making use of screen castify materials • All data and attendance to co ord to filter PPG • Every LSA offer reading catch up • After school interventions and boosters offered to CUSP and pupils • Reluctant reader group every week in lunch club in every year group • Increased focus on the PPG pupils working below ARE • Question level analysis of all summer term test data to direct curriculum and planning • Continue excellence groups | <p style="text-align: center;">Strategic Intent</p> <p>Broad and engaging curriculum Safe and secure environment Build partnerships</p> <p style="text-align: center;">Buildings and Finance</p> <ul style="list-style-type: none"> • Climbing frame along MUGA • Develop green area outside year 6 • Classroom environment guidance • Playground review with pupils • Use Orchard better for outdoor learning • Plant willow for ongoing use • Playground and drainage • Develop mountain bike tracks • Year 3 toilet prices • CIF bid for boilers and drainage • Update decoration plan • Continue to work with other schools and Infant feeder schools to seek value for money • Seek further grant opportunities or matched funding • SBMs from local partner schools to meet regularly • Study financial benchmarking |
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| <ul style="list-style-type: none"> • Increase use of the termly assessments to better target teaching and groups • Increased use of the science assessments as specified on overview plan | <ul style="list-style-type: none"> • Maximise use of parent helpers and offer training • Holiday activities/booster work • Implement increased support model from phase leaders joining PPA • Consider data analysis and formats i.e. new distribution chart • More children to get to Greater depth on writing • Agree the structure maths groups and setting • Catch up reading run by all LSAs • GL reading assessments for 1:1 to be more specific • Times tables teaching approach agreed | <ul style="list-style-type: none"> • SBM to conduct two support programmes a year (SRMA) • CIF bid |
| <p style="text-align: center;">Strategic Intent</p> <p>Broad and engaging curriculum Safe and secure environment Disadvantaged or vulnerable children</p> <p>Monitoring</p> <ul style="list-style-type: none"> • Pupil case study – last teacher on home learning • Close monitoring of pupils on after school recovery programmes • Trustees curriculum school visits • Trustees visits plan • Mid term progress review for PPG and others • More targeted sampling linked to data | <p style="text-align: center;">Strategic Intent</p> <p>Broad and engaging curriculum Safe and secure environment Disadvantaged or vulnerable children</p> <p>Inclusion</p> <ul style="list-style-type: none"> • Update well-being action plan • Decision on pet therapy • Mindfulness course • Can incident log also be recorded on individual pupil records • Ensure diversity in our resources and use of images • Lunch clubs targeted to those who do not stay after school clubs | <p style="text-align: center;">Strategic Intent</p> <p>Broad and engaging curriculum Build partnerships Safe and secure environment Disadvantaged or vulnerable children</p> <p>Leadership and management</p> <ul style="list-style-type: none"> • New action plans by all co ords • GAP and early risers reorganised into upper school and lower school • School visits policy • Review school brochure and add new values and change website • Consider local sports leadership again • Consider approaches to support other schools |

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- Termly twilight for co-ord monitoring
- Core subject co-ords to join SLT
- Closer tracking of PPG pupils
- Observe interventions more frequently
- More sharing of summaries of monitoring and impact reports
- Closer tracking of attendance
- Observe early risers and GAP club
- Observe PPA
- Support staff to feedback to teachers on how interventions went
- Phase leaders to join PPA
- Create half termly summary of issues from monitoring
- Map out and date sampling all the major in advance
- SLT to book sample every meeting
- Year leaders to meet for 30 minutes on alternate weeks to book sample
- Funding sheet per LAC pupil

- Mentoring programme
- Reading books offers to PPG half termly
- Bridge builders mentoring scheme – can Gemma and Mac write anything or Anna Wright
- Year 6 mindfulness trial
- Pet therapy
- Rearrange nurture groups
- Targeted homework support
- Termly monitoring of club lists to better target pupils not participating
- Well-being detailed action plan.
- Annual case studies PPG
- Wellbeing and mental health lessons continue termly
- Improved support or mentoring meetings for pupils who are regularly in consequence meetings
- Half termly conferencing with every PPG child
- Consider a mentor for every PPG child
- Detailed half termly study of attendance and sub groups
- 1:1 tuition
- Mid-term pupil progress meeting

- Adopting WELL BEING charter
- Review memorandum of understanding
- Values posters printed
- Succession planning with middle leaders
- How to better use learning behaviours – leadership discussion
- Kitchen tender
- Bullying policy
- Behaviour policy
- Update OFSTED portal with all docs and film
- Year leaders feedback to next year leader on successful strategies and key issues
- Improved CPD records – video obs etc
- Core co-ords to join SLT for sampling and monitoring
- Consider lead coordinators working in curriculum teams
- Jo Grafton to brief GAP staff on pupils needs and strategies to support them
- Carry out termly strategic reviews , include phase leader
- Using PASS survey better
- Continue to support other schools and respond if requests come in
- PE and sports - build partnerships
- All leaders to drive pupil premium more
- Involving pupils more in pupil voice
- Year leaders to see all interventions in place
- Other school visits

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| Strategic Intent | Strategic Intent | Strategic Intent |
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| <p>Broad and engaging curriculum Disadvantaged or vulnerable children Safe and secure environment</p> <p>Safeguarding</p> <ul style="list-style-type: none"> • Internet safety steps following last years yr 6 issues • Look at early help forms • Issue vulnerability / level of need updated doc and create concerns list • Well-being plan updated and evidence continued • More adverts around school about who can offer help • Regular scenario training and discussions • All parent volunteers get induction and safeguarding leaflet • Consider using C Poms • Reinforce need for pastoral updates at every PPA meeting • Regular / weekly safeguarding tips to parents on news letters • Formal meetings to feedback to teacher after core group meetings • Outcomes clearer on a pastoral log • Well-being action prepared | <p>Broad and engaging curriculum Build partnerships Safe and secure environment Provide a head start for disadvantaged</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Remaining staff to observe WCR • Training in INSIGHT • Train each year group on new music module • Positive touch training • Coordinator interviews with SIP • Real PE training • ECT programme • other CPD possibilities • Improved CPD records – video obs , peer feedback , self-reviews • Regular safeguarding scenario training • Video observations for teacher self-analysis • Use CPD form to review training • Consider making a termly overall judgement of good / outstanding | <p>Broad and engaging curriculum Build partnerships Safe and secure environment Disadvantaged or vulnerable children</p> <p>Learning and teaching</p> <ul style="list-style-type: none"> • Pupil knowledge planners • Starting whole class reading fitting in focus groups • Planning links to values • Discuss High dividend concepts • British values plan • Discuss pupils knowledge planners • More pre teaching • LSA observing learning behaviours • Create video clips of outstanding learning • Directly teach and reinforce learning behaviours • Further extend broad and balanced curric – more visitors invited in funded by PTA • Discuss reading scheme and how to better move pupils through it • Sounds Write spelling rolled out in lower school • R W Inc spelling to continue in upper school • Whole class and close text study rolled out across whole school • Maths approach considered • Afternoon class maths recaps |

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| <ul style="list-style-type: none"> • Look at Surrey early help forms to structure discussion about vulnerable • Internet safety activities reviewed • Put worry boxes in class / year groups | | |
| <p style="text-align: center;">Strategic Intent</p> <p>Broad and engaging curriculum Safe and secure environment Disadvantaged or vulnerable children</p> <p>SEND</p> <ul style="list-style-type: none"> • Seek an upper school reading intervention • Yoga used in class • Early morning reading with parents in the library • Feedback meetings about interventions to parents via LSAs • Share impact reports with teachers • Brief whole year group on behaviour strategies for high profile children • SLT to support SEND co with monitoring • Catch up reading offered by every LSA • Re introduce LSA record book • Look more closely at the PASS outcomes for SEND pupils. Offer a positive reinforcement group • LSAs to use feedback stickers every session • Look more closely dyslexia friendly practice • Prepare more resource packs for pupils to use at home | <p style="text-align: center;">Strategic Intent</p> <p>Broad and engaging curriculum Safe and secure environment Disadvantaged or vulnerable children</p> <p>Curriculum</p> <ul style="list-style-type: none"> • British value lessons reviewed and re planned • Important people posters monthly • Musical instruments home • RSE audit and over view • School news paper • Black History month • 3i's updated to website • Music scheme by Johnny – cross refer to dfe guidance • Map out Upper School Sounds Write scheme • Continue to develop and re-plan topic lessons building in agreed knowledge content • Publish the signed Cleves curriculum guarantee for every pupil . • Reading LOs identified for each term | <p style="text-align: center;">Strategic Intent</p> <p>Broad and engaging curriculum Build partnerships Safe and secure environments Disadvantaged or vulnerable children</p> <p>Parents and community</p> <ul style="list-style-type: none"> • Survey parents on what help and support they would like regarding pupil learning • School counsellor to offer parent groups • Visiting therapists/advisers for parent workshops • Share outcomes from parent feedback survey • Parent forums to be better advertised • Agree and share agendas for parent forums and publish in advance • Create a directory of parent skills , jobs , contacts • Induction and training for parent helper |

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| | <ul style="list-style-type: none">• Increase teaching about well being -PSHE and SRE content updated• Agree high dividend concepts• Book Literary Festival• Continue Cleves Activity Award• Build new learning skills throughout curriculum• Introduce new handwriting scheme from year 3• Each music term finishing with a concert• Introduce new music modules and scheme• Review and update recommended reads• RSE audit and overview | |
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SDP DETAIL

Assessment and record keeping

Strategic intent - Broad and engaging curriculum. Disadvantaged or vulnerable children

| Actions | RAG | Success criteria | Lead responsibility | Timing | Monitoring | Resource |
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| Introduce INSIGHT <ul style="list-style-type: none"> | | To review our current assessment and record keeping to ensure it is the best possible approach | Assessment working party | Autumn 21 – Spring 22 | SLT discussions | Unknown |
| LSAs to offer feedback slips <ul style="list-style-type: none"> Print more feedback slips SEND co to remind support staff to use the slips Frequent use of feedback slips linked to learning behaviours | | LSAs to be purposeful and add value during teaching input Learning behaviours reinforced and celebrated Pupils to receive positive feedback on learning | SEND co | Ongoing | Look for evidence in all book sampling | None |
| keeping creative activities, curriculum events and outdoor learning evidence in topic book <ul style="list-style-type: none"> Staff to photograph all events , trips , in school special activities, foundation subjects Teachers to be responsible for deleting photos of pupils who do not have permission for photo use Year leaders to select just two or three relevant photos for each event and send to TA | | The Cleves curriculum to be better shared Parents to be more aware of the weekly curriculum activity on offer An improved record of our curriculum offer | Year leaders and admin TA | On going | Weekly viewing of website pages | An extra 3 hours a week admin assistant time £1200 |

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| <ul style="list-style-type: none"> • TA to post curriculum photos every week | | | | | | |
| <p>Monitor foundation outcomes using standards portfolio</p> <ul style="list-style-type: none"> • Every half term collect evidence of foundation work to add to portfolio • Subject co ords to save work exemplifying below / at and above expected standard in every subject • Portfolio used to judge pupils outcomes on foundation subjects | | <p>Increased portfolio of foundation work as a record of curriculum delivery and quality</p> <p>A reference portfolio for teachers to assess outcomes in foundation subjects as below expected / expected or above expected</p> | Foundation subject co ords | Half termly | Look over portfolios half termly | Twilight time required |
| <p>Increased moderations – consider using PPA</p> <ul style="list-style-type: none"> • Year leaders arrange mini moderations once a month and add to monitoring log and leadership log • SLT to review log half termly for follow up support or action | | <p>For year teams to ensure consistency and share best practice</p> <p>Year leaders to be fully aware of the work and standards across all curriculum subjects</p> | Year leaders | Half termly | Leadership log | PPA time |
| <p>Agree dates for targets to go home half termly</p> | | Learning targets for all pupils in reading, writing and maths shared more regularly – at least half termly | SLT | At least half termly | Sample targets before publishing | Additional Admin time 2 days per half term |
| <p>Teachers carrying out data analysis before pupil progress meetings</p> <ul style="list-style-type: none"> • Print off CM data to give to teachers prior to pupil progress meetings • Continue to use Venn diagram format to identify pupils not on track | | <p>More robust pupil progress meeting especially focusing on year 6 and mastered vs GDS</p> <p>Teachers to be thoroughly prepared for progress meetings and aware of any data trends</p> | All teaching staff | Termly | Pupil progress meetings | 3 days release per term £1800 |

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| <ul style="list-style-type: none"> Share first view of data and averages so teachers are aware Add further questions about concerns and strategies that have worked | | Increase discussion about the teaching strategies and interventions that are working well | | | | |
| <p>Monitoring times tables in lower school</p> <ul style="list-style-type: none"> Discuss approach to times tables practice and teaching Look at materials and software for regular practice work securing tables Assess and track scores on frequent basis Build on the best test delivery approach as a result of the summer trial | | To establish a whole school approach to securing timetables knowledge | Maths co ords | From Aut 21 | Meet year 3 and 4 year leaders at the end of each term to consider all tables scores / data | None required |
| <p>Increase use of the termly assessments to better target teaching and groups</p> <ul style="list-style-type: none"> Ensure data is fully used Look for reference in year leaders action plans to data use | | All data to be thoroughly scrutinised and to direct planning and support | Year leaders and SLT | From Aut 21 | Actions from data analysis to be added to | None required |
| <p>Increased use of the science assessments as specified on overview plan</p> <ul style="list-style-type: none"> Co ord to meet with a representative from every year group to ensure they are clear on science activities and assessment per module | | Each science module to be assessed using a range of approaches Teacher judgements about science to be well informed | Sci co ord | From Aut 21 | Science coordinator to monitor activities and assessment. Scores tracked where appropriate | None required |
| <p>Access to pobble</p> <ul style="list-style-type: none"> Purchase access Lit co ord to study and consider content | | To increase the examples we have of working below/ at and above age related expectation in a range of writing text types | J.A | Aut 21 | Phase leaders to join moderations and sample books across their phases | £300 |

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| <ul style="list-style-type: none"> • Link further samples to our new writing exemplar grid • Participate in virtual moderations with other schools | | For end of writing module moderations to inform INSIGHT mark book | | | | |
| <p>Increase low stakes testing</p> <ul style="list-style-type: none"> • Phase leaders to create menu of methods staff can use • To look at how pupil knowledge planners can link in to low stakes testing | | For input to INSIGHT to be better informed by on-going AFL | RF / DF | Aut 21 | Pupil progress meetings | |
| <p>Look at provision map formats with SBM</p> | | For SEND co and leadership team to have better access to records and which pupils have received what support | ET | Aut 21 | Termly view of provision | |
| <p>Introduce INSIGHT</p> <ul style="list-style-type: none"> • Plan in regular moderations to support INSIGHT • Phase leaders to moderate writing fortnightly All teaching staff to complete training session in twilight • C Smith to recap with year leaders on completing mark books • C Smith to show year leaders how to create name lists by filtering • Agree what thresholds on INSIGHT represent age related expectation term by term | | <p>All staff familiar with INSIGHT and record keeping system</p> <p>Use of a more efficient recording system that informs teacher's end of term judgements</p> <p>Improved functionality and report creation</p> <p>An easier system to identify pupils who are not making expected / accelerated progress</p> | SLT | Aut 21 | Termly pupil progress meetings | £1500 |

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Attainment and Progress

Strategic intent - Broad and engaging curriculum. Disadvantaged or vulnerable children

| Actions | RAG | Success criteria | Lead responsibility | Timing | Monitoring | Resource |
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| Recovery programme interventions and after school boosters <ul style="list-style-type: none"> • Through a range of assessment, identify pupils and their needs • Employ/identify staff members to deliver sessions Timetable of rooms • Prioritise disadvantaged and vulnerable pupils | | Pupils who have fallen behind due to COVID catch up of lost learning. | SLT | From Aut 21 | Quality of provision and outcomes of pupils | £57,600 |
| After school interventions and boosters offered to CUSP <ul style="list-style-type: none"> • Ask teaching staff if anyone is prepared to run after school sessions • Identify CUSP pupils for groups | | For CUSP pupils and pupils who achieved the expected standard at KS1 but have fallen behind to secure expected | SBM | From Aut 21 | SLT to monitor attendance – check progress and that intervention is appropriate | £5000 |
| Reluctant reader group every week in lunch club in every year group <ul style="list-style-type: none"> • Identify a member of staff per year group prepared to run a lunchtime reading group • Consider the timetabling of LSAs to vary breaks | | For less enthusiastic readers working below expected to read materials weekly they have selected. To increase enthusiasm for reading | Head | From Spr 22 | SLT to check attendance and effectiveness half termly | None |
| Increased focus on the PPG pupils working below ARE <ul style="list-style-type: none"> • Check the provision for every pupil below ARE | | To ensure PPG pupils all have personalised support programme in place and any resources they require | SLT and PPG co ord | From Aut 21 | SLT and KL to look at data termly to check chn are on track to achieve | £500 |

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| <ul style="list-style-type: none"> • Ensure they all have additional support programmes • Attempt to book Winchmore tutors to offer 10 week block of 1:1 tutoring | | | | | ARE. Half termly catch ups in place to share information | |
| Using test data <ul style="list-style-type: none"> • Question level analysis of all summer term test data to direct curriculum and planning | | Planning to be adjusted according to learning gaps identified | SLT and year leaders | From Aut 21 | Check actions plans – follow up in pupil progress meetings | None |
| Implement increased support model from phase leaders joining PPA | | Phase leaders to more aware of what is happening in other year group and support as required | Phase leaders | From Aut 21 | Phase leaders to report to SLT | None |
| Consider data analysis and formats i.e. new distribution chart <ul style="list-style-type: none"> • Look at other formats to make attainment and progress clearer • As other schools for examples to consider | | In addition to our current formats consider other ways of showing attainment and progress | SLT | From Aut 21 | Check staff have completed in time for pupil progress meetings. Consider impact | None |
| More children to get to Greater Depth in writing in yr 6 <ul style="list-style-type: none"> • Specialist literacy teacher to take 3 sessions a week for more able writers • For the skills to be transferred into class writing • For more able writers to have less structure and support materials in their work • To discuss pupils on track for mastered and if this equates to greater depth | | For higher number of year 6 pupils to achieve GD 35% or above | SLT and lit co ord | From Aut 21 | Regular monitoring of outcomes through obs, book sampling etc. Termly SLT data analysis | None |
| Agree approach to maths groups and which teacher takes which group | | For outstanding teachers to take the lower groups | SLT and maths co ord | From Aut 21 | Check effectiveness termly | None |

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| <p>Catch up reading run by all LSAs</p> <ul style="list-style-type: none"> • HLTA to complete the 4 part training course • Then to share condensed version of training to all HLTAs • Provide all LSAs with support pack and assessment materials required • Inform all year leaders and select 1 pupil per LSA . • Discuss impact in pupil progress meetings | <p>For children on the programme reading below expected standard to make rapid gains and achieve working at the end of the year</p> | <p>SEND co</p> | <p>From Aut 2121</p> | <p>SLT and SENCO to monitor impact – observation, data.</p> <p>Consider if anyone else needs training</p> | <p>£1000</p> |
| <p>Weekend tutoring 10-12</p> <ul style="list-style-type: none"> • Consider the need for further support over and above what is in place | <p>To accelerate progress of those pupils who fell behind in 20-21 and did not make expected progress</p> | <p>SLT</p> | <p>Spring 22</p> | <p>TBA</p> | <p>£28 per hour per teacher</p> |
| <p>Weekend masterclasses</p> <ul style="list-style-type: none"> • Consider extending more able with 2 hour sessions | <p>To extend the most able</p> | <p>SLT</p> | <p>Spring 22</p> | <p>TBA</p> | <p>£28 per hour per teacher</p> |
| <p>Appoint new recovery prog co ord</p> | <p>To identify a leader to ensure catch up continues</p> <p>For project leader to check every child that fell behind receives booster sessions</p> <p>To attend best practice meetings with cluster</p> <p>To create a directory of screencastify resources that can be used to help catch up and accelerated progress</p> | <p>EC</p> | <p>Aut 21</p> | <p>Check every pupil that fell behind has additional support through provision map</p> | <p>TLR 3 £1500</p> |

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| <p>Breakfast and learning sessions i.e. morning book clubs</p> <ul style="list-style-type: none"> Consider the need for further support over and above what is in place | | <p>To accelerate progress of those pupils who fell behind in 20-21 and did not make expected progress</p> | <p>SLT</p> | <p>Aut 2 in 21</p> | <p>Observe sessions Impact reports as per interventions</p> | <p>Materials £300</p> |
| <p>Every LSA offer reading catch up</p> | | <p>Staff who have attended training to brief all LSAs</p> <p>Each LSA to take a child who did not make expected progress starting with PPG</p> <p>For each pupil on intervention to make a least 4 points progress in order to catch up with original targets</p> | <p>Overseen by SEND co LSAs</p> | <p>Aut 2 in 21</p> | <p>Year leaders to observe sessions</p> | <p>NA</p> |

| Best practice -Assessment and record keeping | |
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| <p>LSAs to offer feedback slips</p> | |
| <p>keeping creative activities, curriculum events and outdoor learning evidence in topic book Staff to photograph all events , trips , in school special activities, foundation subjects Year leaders to select just two or three relevant photos for each event and send to TA</p> | |
| <p>Monitor foundation outcomes using standards portfolio Every half term collect evidence of foundation work to add to portfolio</p> | |
| <p>Increased moderations – consider using PPA Year leaders arrange mini moderations once a month and add to monitoring log SLT to review log half termly for follow up support or action</p> | |
| <p>Agree dates for targets to go home half termly</p> | |
| <p>Teachers carrying out data analysis before pupil progress meetings</p> | |
| <p>Monitoring times tables in lower school Discuss approach to times tables practice and teaching</p> | |
| <p>Increased use of the science assessments as specified on overview plan Co ord to meet with a representative from every year group to ensure they are clear on science activities and assessment per module</p> | |
| <p>Record keeping system for active award introduced</p> | |

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Building and finance

Strategic intent - Broad and engaging curriculum. Safe and secure environment Build partnerships

| Actions | RAG | Success criteria | Lead responsibility | Timing | Monitoring | Resource |
|---|-----|--|------------------------------|-------------|--|-------------|
| Use Orchard better for outdoor learning <ul style="list-style-type: none"> Discuss ideas to encourage more wildlife and install a range of equipment , habitats | | To improve outdoor resources and increase opportunities for outdoor learning | Outdoor learning co ord | From Aut 21 | Check resource is built into planning – SLT and Yr Leaders | None |
| Plant willow for ongoing use | | To improve outdoor resources and increase opportunities for outdoor learning | SBM | From Aut 21 | Check resource is built into planning – SLT and Yr Leaders | £ 400 |
| Playground and drainage <ul style="list-style-type: none"> Pursue a range of options and prices to improve drainage | | To resolve drainage issues caused by heavy rain | Site manager | From Aut 21 | SBM to ensure value for money | Seek quotes |
| Develop mountain bike tracks | | Extend our sports / extra curricula offer | Sports team and site manager | From Aut 21 | SLT to consider options and costings. Monitor participation in mountain biking | £1000 |
| Study financial benchmarking | | Consider ways to adjust budget and compare ourselves to similar schools | SBM and head | From Aut 21 | SBM to report to SLT and Trustees | NA |
| SBM to conduct two support programmes a year (SRMA) | | To school revenue and share SBMs expertise | SBM | From Aut 21 | SBM to report back to SLT | Income |
| Classroom environment guidance | | Re- issue previous guidance For classrooms to be of a consistently high standard For more pupils work to be displayed and celebrated | SLT All teachers | Aut21 | Learning walk followed up by year leaders | NA |

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| <p>Playground review with pupils</p> <ul style="list-style-type: none"> • Climbing frame along MUGA • Develop green area outside year 6 • Create more shaded areas | | <p>To improve the outdoor environment and opportunities for adventurous play As above</p> | <p>School council and SLT As above</p> | <p>Summer 22 As above</p> | <p>NA As above</p> | <p>Up to £30,000 from PTA Up to £60,000</p> |
| <ul style="list-style-type: none"> • Continue to work with other schools and Infant feeder schools to seek value for money | | <p>Close working relationships Shared knowledge and contacts Possibility of improved value for money in procurement</p> | <p>SBM</p> | <p>On going</p> | <p>Reports to resources committee</p> | <p>Unknown</p> |
| <ul style="list-style-type: none"> • Seek further grant opportunities or matched funding | | <p>To secure further funding if possible To complete either new drainage , new boiler or new play space</p> | <p>SBM and Head</p> | <p>On going</p> | <p>Reports to resources committee</p> | <p>Unknown</p> |
| <ul style="list-style-type: none"> • Study financial benchmarking | | <p>To identify areas where we are potentially overspending / underspending To question any significant differences in our spending patterns To identify and contact similar schools with similar context</p> | <p>SBM , Head and resources committee</p> | <p>Autumn term publication</p> | <p>Reports to resources committee</p> | <p>None</p> |
| <ul style="list-style-type: none"> • SBM to conduct two support programmes a year (SRMA) | | <p>To create another income stream for Cleves SBM to further enhance her skills through working closely with other schools The possibility of SBM finding good / best practice in other schools to introduce to Cleves</p> | <p>SBM</p> | <p>One spring one summer</p> | <p>Feedback to Head</p> | <p>£2k per deployment</p> |
| <ul style="list-style-type: none"> • CIF bid | | <p>To discuss our evidence base with consultant and likelihood of a successful application</p> | <p>SBM</p> | <p>Dec deadline</p> | <p>Reports to resources committee</p> | <p>If bid has merit up to £40k</p> |

Cleves School Development Plan 2021-22

| Best practice -Attainment and Progress | |
|--|------------|
| Actions | RAG |
| Use of COVID premium to set up interventions and after school boosters | |
| Report on website how we are spending the premium | |
| Prioritise disadvantaged and vulnerable pupils | |
| After school interventions and boosters offered to CUSP | |
| Reluctant reader group every week in lunch club in every year group | |
| Increased focus on the PPG pupils working below ARE | |
| Question level analysis of all summer term test data to direct curriculum and planning | |
| Implement increased support model from phase leaders joining PPA | |
| Consider data analysis and formats i.e. new distribution chart | |
| More children to get to Greater Depth in writing in yr 6 | |
| Catch up reading run by all LSAs | |
| HLTA to complete the 4 part training course | |
| Then to share condensed version of training to all HLTAs | |

Cleves School Development Plan 2021-22

Monitoring

Strategic intent – Broad and engaging curriculum. Safe and secure environment. Disadvantaged or vulnerable children

| Actions | RAG | Success criteria | Lead responsibility | Timing | Monitoring | Resource |
|--|-----|--|---------------------|-------------|--|----------|
| More targeted sampling linked to data <ul style="list-style-type: none"> • Complete the sampling calendar to ensure activity is well spread • Following data analysis identify issues to pursue in book sampling • This should include pupil groups causing possible concern | | A clear monitoring schedule in place and events well-spaced | SLT | From Aut 21 | SLT to consider further actions and make sure these are revisited to record impact | None |
| Termly twilights for co-ord monitoring <ul style="list-style-type: none"> • All staff to be involved in sampling process • Reports all submitted for monitoring record • SLT to create a single page summary sheet and agree any actions or support required • Samples to be scanned to add to portfolio and co ords leadership folders | | For all coordinators to monitor work within their subject area and be well informed | All co ords | From Aut 21 | SLT and Coord to consider findings and build into further actions. | None |
| Core subject co-ords to join SLT | | For all coordinators to monitor work within their subject area and be well informed | All co ords and SLT | From Aut 21 | SLT to consider contribution from these coordinators and whether any future training is required | None |
| Closer tracking of PPG pupils <ul style="list-style-type: none"> • Half termly review of PPG pupils who are either below | | To more frequently check the progress of PPG pupils and adjust their provision as required | SLT and PPG co ord | From Aut 21 | SLT and KL to look at data termly to check chn are on track to | £500 |

Cleves School Development Plan 2021-22

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|---|--|---|------------------------------------|-------------|---|------|
| <p>ARE or did not make 3 points progress</p> <ul style="list-style-type: none"> Sample ALL PPG exercise books every term at mid-point and incite PPG co ord to join us | | For the progress of PPG pupils to be at least 3 points per year and ideally higher on average than non PPG pupils | | | achieve ARE. Half termly catch ups in place to share information | |
| <p>Observe interventions more frequently</p> <ul style="list-style-type: none"> Termly SLT learning walks to compliment SEND co obs and peer obs | | SLT to have a clear understanding of the interventions in place and impact | SLT | From Aut 21 | SLT - monitor quality of teaching and learning, identifying future areas of improvement. | None |
| <p>More sharing of summaries of monitoring and impact reports with all staff</p> | | For all staff be aware of whole school issues and next steps | SLT | From Aut 21 | SLT to check staff read these and are well informed | None |
| <p>Observe PPA</p> | | Ensure year leaders are well supported in their roles and teams are all run equally well | Phase leaders | From Aut 21 | Written and verbal feedback given to yr leaders | None |
| <p>Phase leaders to join PPA and feedback to year leaders</p> | | Ensure year leaders are well supported in their roles and teams are all run equally well | Phase leaders | From Aut 21 | Phase leaders to feedback to SLT | None |
| <p>Create half termly summary of issues from monitoring</p> <ul style="list-style-type: none"> Share with leadership team Identify where to return to issues in monitoring to test improvement | | For all staff be aware of whole school issues and next steps | SLT | From Aut 21 | SLT to revisit these at the end of every half term to check all areas are being addressed | None |
| <p>SLT to book sample every meeting</p> | | A clear monitoring schedule in place and events well-spaced | SLT | Aut 21 | Key findings and action areas recorded, shared and returned to | None |
| <p>Year leaders to meet for 30 minutes on alternate weeks to book sample</p> | | A clear monitoring schedule in place and events well-spaced | Year leaders | Aut 21 | Key findings and action areas recorded, shared and returned to | None |
| <p>Pupil case study – last teacher on home learning</p> | | Capture the impact of work through lockdown | Each year leader produce one study | Aut 21 | Add to log | NA |

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|--|--|---|----------------------|---------------|------------------------------------|---|
| <p>Close monitoring of pupils on after school recovery programmes</p> <ul style="list-style-type: none"> At end of term request short report and outcomes by booster teachers Cross refer in pupil progress meetings to booster club list | | <p>For all pupils that feel behind in 20-21 to catch up and make at least 4 points progress in year</p> | <p>Booster staff</p> | <p>Aut 21</p> | <p>End of term outcome reports</p> | <p>8 staff X £28 X 12 WEEKS £2688</p> |
| <p>Trustees curriculum school visits</p> | | <p>For trustees to be well informed about school initiatives and curriculum development</p> | <p>Trustees</p> | <p>Termly</p> | <p>Reports by trustees</p> | <p>None</p> |

| Best practice -Monitoring | |
|---|------------|
| Actions | RAG |
| More targeted sampling linked to data | |
| Termly twilights for co-ord monitoring | |
| All staff to be involved in sampling process | |
| Core subject co-ords to join SLT | |
| Closer tracking of PPG pupils | |
| Termly SLT learning walks to compliment SEND co obs and peer obs | |
| More sharing of summaries of monitoring and impact reports with all staff | |
| Observe early risers and GAP club | |
| Observe PPA | |
| Phase leaders to join PPA and feedback to year leaders | |
| Create half termly summary of issues from monitoring | |
| Map out and date sampling in advance each term | |
| SLT to book sample every meeting | |
| Year leaders to meet for 30 minutes on alternate weeks to book sample | |

Cleves School Development Plan 2021-22

Inclusion

Strategic intent - Broad and engaging curriculum.

Safe and secure environment.

Disadvantaged or vulnerable children

| Actions | RAG | Success criteria | Lead responsibility | Timing | Monitoring | Resource |
|---|-----|--|---------------------|-------------|--|----------|
| Targeted homework support club | | For PPG pupils to have school support and access to resources when completing homework | PPG co ord | From Aut 21 | SLT to monitor uptake and impact | £ |
| Termly monitoring of club lists to better target pupils not participating | | Ensure high levels of participation but particularly by SEND and PPG pupils To intervene and recommend / fund clubs for individuals as required | SLT | From Aut 21 | SLT to monitor uptake and impact | None |
| Termly case studies PPG | | To understand what strategies work well and have an impact in order to share best practice | All staff | From Aut 21 | SLT to monitor and ensure best practice is shared | None |
| Improved support or mentoring meetings for pupils who are regularly in consequence meetings | | For the small number of pupils who have 3 or more incidents per half term to receive additional support and positive reinforcement | SLT | From Aut 21 | SLT to monitor and contact parents where necessary | None |
| Consider a mentor for every PPG child <ul style="list-style-type: none"> • Look for a mentor training scheme • Investigate online training options • Trial with a small group • Move towards every PPG pupil having a mentor | | For vulnerable pupils to benefit from a trained mentor | PPG lead | From Aut 21 | PPG lead to feedback to SLT SLT to monitor effectiveness of support | None |
| Detailed half termly study of attendance and sub groups <ul style="list-style-type: none"> • Colour code below 95% and below 90% | | Attendance to be tracked and small number of pupils who are cause for concern to achieve at least 95% attendance | Welfare officer | From Aut 21 | Welfare Office to regularly meet and discuss with SLT. | None |

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|---|--|---|------------|-----------------|--|---|
| <ul style="list-style-type: none"> Discuss each case and follow up required Include data in Heads reports | | | | | Attendance data studied half termly | |
| Mid-term pupil progress meeting <ul style="list-style-type: none"> Review work and classroom monitor records at half term point for pupils causing concern | | For PPG pupils to make accelerated progress and achieve 3.5 points progress or more within the year | SLT | From Aut 21 | SLT termly data analysis through pupil progress meetings. | None |
| Update well-being action plan | | To retain our well being priority and build on recent work For staff and pupils to feel well supported and to know how to access support if required | GC | Aut 21 | Termly review meetings | NA |
| Mindfulness course <ul style="list-style-type: none"> Trial and review. If successful consider for year 6 | | For year 6 pupils to develop a number of strategies to cop with the added pressure of yr 6 | ST plus GC | Aut 21 | Observe trial session | £50 x 6 classes x 6 weeks each £1800 |
| Pet therapy <ul style="list-style-type: none"> Discuss if it adds any value to existing offers | | An intervention for pupils that do not respond well to talking , art or play therapies to | SLT and GC | Aut 21 decision | GC to observe sessions and feedback to SLT | £60 per hours session |
| Ensure diversity in our resources and use of images <ul style="list-style-type: none"> In all planning and resourcing staff to be more considerate of images used. Align messages to our school values | | For school values to become more evident on our resourcing and teaching | All staff | On going | Planning and resource sampling Observations Learning walks | NA |
| Lunch clubs targeted to those who do not stay for after school clubs | | To cross refer to after school club lists and target pupils who do not attend and offer lunch clubs | All staff | On going | Number of pupils in clubs checked termly | NA |
| Mentoring programme | | | | | | NA |

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|---|--|--|-------------|-------------|---|--------------------------------|
| <ul style="list-style-type: none"> Identify PPG pupils who through PASS survey appear to have negative views about school life | | To support and try to enthuse pupils who appear negative For PASS results for these pupils to improve | SLT plus NK | On going | PASS outcomes in Autumn 21 and again in summer 22 | |
| <p>Reading books offers to PPG half termly</p> <ul style="list-style-type: none"> Find a resource list or book sales magazine fir PPG pupils to pick books from | | To encourage PPG pupils to read and keep books of their choice in an attempt to motivate their reading | KL | Half termly | PG pupil voice and reading groups | 72x £6 x 6 half terms £2500 |

| Best practice -Inclusion | |
|---|-----|
| Actions | RAG |
| Targeted homework support club | |
| Termly monitoring of club lists to better target pupils not participating | |
| Termly case studies PPG | |
| Wellbeing and mental health lessons continue termly | |
| SEAL materials used in year assembly | |
| Improved support or mentoring meetings for pupils who are regularly in consequence meetings | |
| Consider a mentor for every PPG child | |
| Detailed half termly study of attendance and sub groups | |
| Mid-term pupil progress meeting | |

Cleves School Development Plan 2021-22

Leadership and management

Strategic intent - Broad and engaging curriculum. Build partnerships . Staff and pupil wellbeing. Provide a head start for disadvantaged

| Actions | RAG | Success criteria | Lead responsibility | Timing | Monitoring | Resource |
|---|-----|---|----------------------------|--|---|--|
| Develop and constantly review COVID safe practices <ul style="list-style-type: none"> • Risk assessment – regular reviewed • Regular health and safety walks • Communication with all stakeholders • Regular reference to key government guidance | | Thorough and comprehensive risk assessment in place which is regularly reviewed and communicated with staff Staff and pupils are as safe as possible | SLT | Ongoing | Regular review and consultation | None |
| Review provision and practice for more able <ul style="list-style-type: none"> • Deputy Head to lead • Review policy • Statements by each subject leader on more able provision • Create new timetable for excellence group activity • Update most able register • Consider summer school • Monitor high prior attainers are making expected progress • Complete NACE full audit | | High prior attainers are stretched in all subject areas Excellence group in a range of subject areas extend pupils knowledge and skills HPA remain on track to achieve greater depth at KS2 Next steps are identified and new action plan produced | Deputy Head | Autumn 21 Spring 22 On going Summer 22 | INSIGHT levels monitored termly Book sampling Pupil voice | £1500 for excellence groups £250 for access |
| Devise and implement a comprehensive recovery plan | | All pupils return to school feeling safe | SLT Welfare officer | Ongoing | Regular review | None |

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|---|--|---|----------------------------------|--------------------|---|--|
| <ul style="list-style-type: none"> • Ensure all pupils feel safe to return to school • Bubble approach • Make changes to school day (staggered start/finish, break and lunch) • Ensure strict hand washing and hygiene controls are in place and monitored • Protocols and guidance clearly communicated to all stakeholders • Loss of learning identified and catch up in place • Support and guidance provided to our vulnerable and disadvantaged pupils and families | | <p>All stakeholders are well informed of changes to the school day/protocols</p> <p>Any loss of learning is identified and catch up plans in place</p> <p>Vulnerable disadvantaged are well supported and provision in place</p> | | | | |
| <p>Devise and implement a substantial home learning offer</p> <ul style="list-style-type: none"> • Review and build upon the existing home learning offer • Establish a comprehensive tiered home learning offer for those pupils at home • Develop a contingency plan and display on the school website • Ensure regular opportunities for teacher interaction and feedback • Utilise resources such as Google Classroom, Google Meets and ScreenCastify to prepare materials | | <p>Comprehensive learning package in place and delivered for pupils who are required to work at home.</p> <p>Planned school curriculum delivered remotely at home</p> <p>Less able and disadvantaged/vulnerable pupils are well supported through regular contact</p> | <p>SLT</p> <p>Class teachers</p> | <p>From Aut 21</p> | <p>Regularly review and adapt as required</p> | |

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|--|--|--|--------------|-------------|--|---------|
| <ul style="list-style-type: none"> Identified staff member(s) to prepare and map content for those individual pupils at home through use of Oak Academy Review and receive feedback as groups of children return from a period at home Loan IT resources to those who need them | | | | | | |
| Year leaders feedback to next year leader on successful strategies and key issues | | For best practice to be shared and consistency to improve from July end to Sept start in new year group | Year leaders | From Aut 21 | Yr leaders to feedback to SLT | None |
| Consider lead coordinators working in curriculum teams | | For all coordinators to monitor work within their subject area and be well informed For all subject leaders to be knowledgeable , well informed and confident in their curriculum leadership role | SLT | From Aut 21 | SLT to meet with subject coordinators to check they are knowledgeable about their subjects | Release |
| Carry out termly strategic reviews , include phase leader <ul style="list-style-type: none"> Book termly review meetings Use How good is your school format | | For SLT to consider longer term strategic development and identify future areas for improvement | SLT | From Aut 21 | Monitoring log | None |
| All leaders to drive pupil premium more <ul style="list-style-type: none"> Review actions and consider any new provision Discuss with year leaders what more they can do to drive outcomes | | For year leaders to have a clear understanding of the imperative To review our provision | Year leaders | Aut 21 | Feedback to SLT Monitoring quality of provision PPG profiles | £1500 |

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|--|--|---|--------------------------|-------------|--|---|
| Year leaders to see all interventions in place <ul style="list-style-type: none"> Release to observe all sessions over the school year | | Year leaders to be well informed about provision and placed to support their teams | Year leaders | From Aut 21 | Feedback to SLT Monitoring log Observation write ups | None |
| GAP and early risers reorganised into upper school and lower school | | Continue to benefits of smaller groups Taylor offer to lower and upper school pupils | HB | From Aut 21 | Review half termly | None |
| Review school brochure and add new values and change website | | Up to date brochure | SLT | Aut 21 | NA | Decision on printing of digital only |
| Consider local sports leadership again | | To improve local sports offer | CS | Spring 22 | NA | Possible release to run events – up to 6 days |
| Consider approaches to support other schools <ul style="list-style-type: none"> If Cleves is approached to support discuss with SLT and Chair of Trust | | To retain Cleves staff through CP and leadership opportunities | SLT | If required | TBA | School income and any release covered by SLA |
| Review memorandum of understanding <ul style="list-style-type: none"> Meet with Infant feeder schools to discuss | | Closer links across arrange of benefits-CPD , procurement | Heads and Chair of Trust | Spring 22 | TBA | Unknown |
| Values posters printed and displayed | | To raise profile of new school values | SBM | Aut 21 | Pupil voice | £350 |
| Adopt WELL BEING charter | | For new charter to support staff well being | All staff | Aut 21 | Staff end of year survey | Possible counselling costs |

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|--|--|--|---------------------------------------|------------------|--------------------------------------|---------------------|
| <p>Succession planning with middle leaders</p> <ul style="list-style-type: none"> Consider leadership structure – do we require an assistant head? Create job shadowing opportunities for middle leaders in Cleves but also day visits to other schools | | <p>Ensure leadership structure is robust and if an SLT member is absent the school continues to run smoothly</p> | <p>Head and PPP</p> | <p>Aut 21</p> | <p>TBA</p> | <p>Unknown</p> |
| <p>How to better use learning behaviours</p> <ul style="list-style-type: none"> Host leadership discussion | | <p>Consider ways to increase the profile and importance of our learning behaviours</p> | <p>Leadership discussion</p> | <p>Aut 21</p> | <p>Lesson obs and learning walks</p> | <p>NA</p> |
| <p>Kitchen contract tender</p> <ul style="list-style-type: none"> Appoint a consultant to support with process Agree time frame for activity Short list companies and hold a one day selection event New contract in place for Aug 22 | | <p>For a new 3 year contract to being place</p> <p>Good menu variety for pupils</p> <p>Good value for money</p> | <p>SLT , Trustees and pupil group</p> | <p>Spring 22</p> | <p>Pupil and parent voice</p> | <p>New contract</p> |

| Best practice - Leadership and management | |
|--|------------|
| Actions | RAG |
| <p>Develop and constantly review COVID safe practices Risk assessment – regular reviewed</p> | |
| <p>Devise and implement a comprehensive recovery plan</p> | |
| <p>Devise and implement a substantial home learning offer Review and build upon the existing home learning offer Develop a contingency plan and display on the school website Ensure regular opportunities for teacher interaction and feedback Identified staff member(s) to prepare and map content for those individual pupils at home through use of Oak Academy</p> | |

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| Loan IT resources to those who need them | |
| Year leaders feedback to next year leader on successful strategies and key issues | |
| Create a subject leader evidence folder with leadership questions as prompts | |
| Core co-ords to join SLT for sampling and monitoring | |
| Consider lead coordinators working in curriculum teams | |
| Jo Grafton to brief GAP staff on pupils needs and strategies to support them | |
| Carry out termly strategic reviews , include phase leader | |
| Book termly review meetings | |
| Use How good is your school format | |
| Using PASS survey better | |
| PE and sports - build partnerships | |
| All leaders to drive pupil premium more | |
| Involving pupils more in pupil voice | |
| Year leaders to see all interventions in place | |
| Check policy schedule for what's out of date | |

Cleves School Development Plan 2021-22

Safeguarding

Strategic intent - Broad and engaging curriculum. Safe and secure environment. Disadvantaged or vulnerable children

| Actions | RAG | Success criteria | Lead responsibility | Timing | Monitoring | Resource |
|---|-----|---|------------------------------|-------------|---|----------|
| <p>More adverts around school about who can offer help</p> <ul style="list-style-type: none"> Create a poster with staff photos – Teacher <p>Year leader Welfare officer Mac DSLs</p> | | Pupils to know who to see if they have any concerns | H Thomas | From Aut 21 | Pupil Voice | None |
| <p>Regular scenario training and discussions</p> <ul style="list-style-type: none"> Identify useful scenarios and short training videos to use at staff twilights Add to training matrix | | Staff to be well trained and informed | H Thomas | From Aut 21 | Safeguarding Training matrix | None |
| <p>All parent volunteers get induction and safeguarding leaflet</p> | | Parents to be clear on procedures if they have any concerns or observations whilst supporting in school | H Thomas | From Aut 21 | SLT to monitor uptake and keep a record | Release |
| <p>Regular / weekly safeguarding tips to parents on news letters</p> | | For parents to be well informed and signposted to possible support | C Smith | Ongoing | Newsletter | None |
| <p>Formal meetings to feedback to teacher after core group meetings</p> <ul style="list-style-type: none"> Follow all meetings with an update to relevant teacher and deputy DSLs Add safeguarding as standing SLT agenda item | | For staff to be up to date with any CP developments | C Hodges | Ongoing | Feedback to staff – minutes/notes | None |
| <p>Outcomes clearer on a pastoral log</p> | | Clear records of action and follow up in place | H Thomas and welfare officer | From Aut 21 | Pastoral/behaviour log checked weekly | None |

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|---|--|--|-----------------|-------------|---|--------------|
| <ul style="list-style-type: none"> To ensure action section is included after every meeting | | | | | | |
| Well-being action prepared <ul style="list-style-type: none"> G Lockyer to lead working party GL and SM to create action plan and share with staff SLT to meet with leads and review progress half termly | | For pupils wellbeing to be better considered and provision increased | Well being team | From Aut 21 | Pupil Voice monitoring | None |
| Look at Surrey early help forms to structure discussion about vulnerable | | Consider if there are more efficient record keeping systems available | C Hodges | Aut 21 | SLT | None |
| Put worry boxes in class / year groups <ul style="list-style-type: none"> Order a box for a central space Welfare officer to collect and consider weekly Feedback to pupils , teachers or year group depending on comment | | Pupils to know they can share problems and worries | Welfare officer | Aut 21 | Class teachers feedback Pupil Voice | |
| Internet safety steps following last years yr 6 issues <ul style="list-style-type: none"> Book internet safety training for staff and parents IT subject leader to review lesson content Ensure all staff know to report on line issues including reports or out of school activity | | For all pupils to be safer and better equipped to deal with on line communications and pressures | HT | Spring 21 | Pupil voice Safeguarding and incident logs | £250 trainer |
| Look at early help forms | | To see if using surrey format better identifies vulnerable pupils who need early help | HT | Aut 21 | Safeguarding logs Vulnerable pupil list | Unknown |

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|---|---|----|--------|---|---------|
| Issue vulnerability / level of need updated doc and create concerns list | For all staff to be familiar with descriptors for vulnerability To create list of vulnerable pupils who may require school based support or early help | HT | Aut 21 | Half termly view of list and actions considered in meetings | Unknown |
|---|---|----|--------|---|---------|

| Best practice -Safeguarding | |
|--|------------|
| Actions | RAG |
| More adverts around school about who can offer help Create a poster with staff photos – Teacher | |
| Regular scenario training and discussions Identify useful scenarios and short training videos to use at staff twilights Add to training matrix | |
| All parent volunteers get induction and safeguarding leaflet | |
| Reinforce need for pastoral updates at every PPA meeting | |
| Regular / weekly safeguarding tips to parents on news letters | |
| Formal meetings to feedback to teacher after core group meetings Follow all meetings with an update to relevant teacher and deputy DSLs Add safeguarding as standing SLT agenda item | |
| Outcomes clearer on a pastoral log | |
| Well-being action prepared | |
| Look at Surrey early help forms to structure discussion about vulnerable | |
| Put worry boxes in class / year groups | |

Cleves School Development Plan 2021-22

Professional Development

Strategic intent - Broad and engaging curriculum. Build partnerships. Safe and secure environment. Provide a head start for disadvantaged

| Actions | RAG | Success criteria | Lead responsibility | Timing | Monitoring | Resource |
|--|-----|---|---------------------|--------|----------------------------|----------|
| Improved CPD records – video obs , peer feedback , self-reviews <ul style="list-style-type: none"> • Appoint a member of staff to oversee training reviews • Feedback forms to be sent out and completed following all training – whole school , courses , conferences , visiting consultants | | Clear feedback on training available so we can plan what to share and cascade | To be appointed | Aut 21 | SLT Training Log | £750 |
| Regular safeguarding scenario training <ul style="list-style-type: none"> • Refer to training matrix • All staff to update safeguarding training in OCT inset DAY • And prevent training on Jan INSET day • Use of scenarios and training videos in twilights | | Staff to be well trained and informed | H Thomas | Aut 21 | Training matrix CPD log | None |
| Video observations for teacher self-analysis <ul style="list-style-type: none"> • Order new equipment • Identify weeks per year group where equipment should be booked out • Offer each teacher at least two release sessions Per year to review their teaching • Issue prompt sheet with self-review questions | | Staff to be self-reflective and consider the quality of their teaching | C Smith | Aut 21 | SLT Training Log | £750 |

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|--|--|---|--------------------------|---------------|---|--|
| <p>Use CPD form to review training</p> <ul style="list-style-type: none"> • Appoint a member of staff to oversee training reviews • Feedback forms to be sent out and completed following all training – whole school , courses , conferences , visiting consultants | | <p>Clear feedback on training available so we can plan what to share and cascade</p> | <p>To be appointed</p> | <p>Aut 21</p> | <p>CPD log Feedback to SLT</p> | <p>None</p> |
| <p>Provide a longer ECT on going induction programme</p> <ul style="list-style-type: none"> • For each new member staff (not just NQT) provide a mentor • Mentors meet new staff at least half termly to discuss key events or activities coming up | | <p>New staff to be informed and prepared for events</p> | <p>Appointed mentors</p> | <p>Aut 21</p> | <p>Observation Emails Discussion in MMT and mentor feedback</p> | |
| <p>Consider making a termly overall judgement of good / outstanding per teacher</p> <ul style="list-style-type: none"> • At the end of each half term based on observations , book samples , monitoring update staff grid | | <p>Quality of teaching regularly judged and updated</p> <p>Support offered of required</p> | <p>SLT</p> | <p>Aut 21</p> | <p>Monitoring Log</p> | <p>None</p> |
| <p>Introduce new music modules and scheme</p> <ul style="list-style-type: none"> • Subject leader to check content of Charanga scheme and map pout modules • Subject leader to train each year team in first modules • Subject leader to map out key knowledge content for each module following dfe model | | <p>In addition to specialist teachers teaching an instrument per year group , lessons delivered by class teachers is better structured</p> <p>Key knowledge and vocab is mapped out for each module</p> <p>Pupils exposed to a wider range of music</p> | <p>J Kilhmas</p> | <p>Aut 21</p> | <p>Feedback from year leaders each term on content</p> <p>Surrey Arts staff observed twice a year</p> <p>SLT to observe singing assemblies termly</p> | <p>£400 for scheme</p> <p>£500 for subject leaders time to write knowledge content</p> |

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|--|--|--|----------------------------|--------|--------------------------------|---|
| <ul style="list-style-type: none"> • Create an assembly planner to introduce a range of music styles and periods • Delivery of new scheme | | | | | | |
| Positive touch training <ul style="list-style-type: none"> • For new staff to be fully trained and confident should they have to deal with an incident | | All school staff appropriately trained | SEND co to secure training | | Follow up course feedback form | £60 per person plus £180 teachers release time from training budget |
| Training in INSIGHT <ul style="list-style-type: none"> • All teaching staff to complete training session in twilight • C Smith to recap with year leaders on completing mark books • C Smith to show year leaders how to create name lists by filtering • Agree what thresholds on INSIGHT represent age related expectation term by term | | <p>All staff familiar with INSIGHT and record keeping system</p> <p>Use of a more efficient recording system that informs teacher's end of term judgements</p> <p>Improved functionality and report creation</p> <p>An easier system to identify pupils who are not making expected / accelerated progress</p> | CS | Aut 21 | Pupil progress meetings | £1500 annual cost |
| Coordinator interviews with SIP <ul style="list-style-type: none"> • Year leaders and subject leaders to experience subject interview | | For leaders to feel more confident and more clear on OFSTED process be ready for inspection | CK to arrange KB | Aut 21 | Feedback from SIP and report | £300 day rate |

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|--|--|---|-----------|-----------|---|-----------------------------------|
| Remaining staff to observe WCR | | All staff to observe a modelled session Staff to feel clear and confident in delivery of sessions For WCR reading to result in improved reading aloud , text study and responses to texts | JA and AP | Aut 21 | Observation round in Aut 1 Pupil progress meetings | £200 training costs |
| Real PE training | | All staff to participate in skills training Lower school staff clear on delivery of approach | AM | Spring 22 | Observation spring 1 and 2 | |
| ECT programme <ul style="list-style-type: none"> • Sign up with Xavier Trust • Appoint ECT leader to manage process • Agree 3 mentors who must first complete training • Weekly programme for ECTs | | For mentors to be clear on role and tasks they should support ECTs well supported ECTs have a structured and developmental programme | KM | Aut 21 | KM to create a grid of weekly activity fir both mentors and ECTs and monitor completion in weekly release | Weekly release built in to budget |

| Best practice -Professional Development | |
|--|------------|
| Actions | RAG |
| Appoint a member of staff to oversee training reviews | |
| Feedback forms to be sent out and completed following all training | |
| Regular safeguarding scenario training | |
| Refer to training matrix | |
| Video observations for teacher self-analysis | |
| At the end of each half term based on observations , book samples , monitoring update staff grid | |
| LSA peer obs | |

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Learning and Teaching

Strategic intent - Broad and engaging curriculum. Build partnerships . Safe and secure environment. Provide a head start for disadvantaged

| Actions | RAG | Success criteria | Lead responsibility | Timing | Monitoring | Resource |
|--|-----|--|---------------------|----------------|---|----------|
| Directly teach and reinforce new learning behaviours <ul style="list-style-type: none"> • Identify behaviours on planning • Year leaders tackle behaviours in assemblies • Create then share best practice video clips • Talk frequently about learning and growth mind-set | | Learning behaviours embedded and a part of everyday teaching Pupils to be clear on the learning behaviours they are employing and able to think and talk about them | SLT All staff | Aut 21 | Monitoring log Pupil Voice SLT discussion | None |
| Further extend broad and balanced curric <ul style="list-style-type: none"> • more visitors invited in funded by PTA • Book speakers • Survey parents prepared to talk • Introduce the guarantee and activity award • Review and increase outdoor learning content | | Deliver the Cleves curriculum guarantee To introduce pupils to a range of interesting and inspiring people | SLT L Cassidy | From Aut 21 | Pupil Feedback Staff Feedback | £5000 |
| Discuss reading scheme and how to better move pupils through it <ul style="list-style-type: none"> • Hold discussion with lit co ord and year leaders – how regularly can we hear readers 1 to 1 | | Ensure the teaching of reading and pupil progression is as strong as possible | Lit co ord | Aut 21 | SLT discussion and observation feedback | None |
| Sounds Write spelling approach implemented in lower | | New spelling approach implemented across lower school and then into upper | SLT Lit co ord | From Aut 21 | Monitoring Log SLT discussion Feedback | None |

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|--|--|---|-------------------|----------------|--|----------------------|
| <ul style="list-style-type: none"> • Order materials for continued use • Eight staff to attend Sounds Write training as an alternative | | | | | | |
| <p>whole class and close text study rolled out</p> <ul style="list-style-type: none"> • Invite as many staff as possible to observe the modelled sessions • Continue to trial versions of whole class reading approach across all year groups • Lindsay to support each teacher in planning where needed • Report back at half term and end of Autumn • Consider training all staff and rolling out across the school. | | <p>To establish potential benefits of whole class reading</p> <p>To review our current focus group approach</p> | SLT Lit co ord | From Aut 21 | Monitoring Log SLT discussion Feedback | Release |
| <p>Maths approach considered and small steps</p> <ul style="list-style-type: none"> • Book 10 days of L Bailey to continue our maths training for staff • Share small step planning guidance • Offer support to every year team with planning | | <p>For daily maths teaching to consistently delivered by all teachers</p> <p>For pupils to secure maths knowledge and skills</p> <p>For average progress to be 3 points or higher in every year group</p> | Maths co ords | From Aut 21 | Monitoring Log SLT discussion Feedback | Release £7500 |
| <p>Modelling or videoing the new learning behaviours</p> <ul style="list-style-type: none"> • Agree in appraisal for a number of teachers to create video content. • Use new I pad and blue tooth mics | | <p>Learning behaviours embedded and a part of everyday teaching</p> <p>Pupils to be clear on the learning behaviours they are employing and able to think and talk about them</p> | To be agreed | From Aut 21 | Monitoring Log Feedback | None |

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|---|--|--|-----------|----------------|---|-----------------------|
| <ul style="list-style-type: none"> Use content in twilights or year assemblies | | | | | | |
| <p>Pupil knowledge planners</p> <ul style="list-style-type: none"> To create a sample planner as an exemplar To develop knowledge planner format and graphics which other staff can use to cut and paste For the key knowledge and graphics to be used in blank forms as assessment / plenary or retrieval activity | | <p>For pupils to have a knowledge planner at the end of each module as a summary of content</p> <p>increased retrieval and assessment to aid retrieval</p> | RF | Prep Spring 22 | Book sample termly to check on going retrieval / assessments in topic books | None |
| <p>Starting whole class reading fitting in focus groups</p> <ul style="list-style-type: none"> For those staff not previously involved in trial to observe a session in first weeks For every class to start WCR Try an extended module with a complete short read For focus group ability reads to be blended in For bottom 20% and low prior attainers to use reading materials in lower school that directly tie n with phonics teaching | | <p>For pupils to benefit from exposure to a range of age appropriate texts</p> <p>For reading aloud to improve – confidence and intonation</p> <p>For in depth text study and ability to refer back to text and seek evidence to improve</p> <p>For low prior attainers to have increased practice decoding the sounds studied in sounds write each week</p> | JA and AP | Aut 21 | <p>SLT and lit leader to hear T, M L readers termly</p> <p>Lit subject leader to observe all staff that are new to WCR as their aut formal obs</p> <p>Lit co ord plus SLT to observe focus reading groups taking place</p> <p>Lit co ord plus SLT to observe use of new sounds write reading materials for bottom20% of readers in lower school</p> | £2000 |
| <p>Planning links to values</p> <ul style="list-style-type: none"> Project lead to launch values to staff and pupils | | For values to better link in to school life and teaching | KG | Aut 21 | Termly pupil voice | £400 printing posters |

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| <ul style="list-style-type: none"> • Guidance booklet shared with parents • New posters display ad all teaching rooms • Every subject lead to identify links to values on medium term planning • When planning and resourcing inclusiveness in particular to be considered | <p>For messages to be part of continuous class and incidental discussions</p> <p>For pupils to be kind , thoughtful and inclusiveness</p> <p>For racist or homophobic language to be eliminated with NO incidents</p> | <p>Medium term plans checked for values</p> <p>In all observations consider if a value linked and was or should have been shared</p> <p>Incident log checked daily</p> |
|--|---|--|

| Best practice -Learning and teaching | |
|---|------------|
| Actions | RAG |
| Directly teach and reinforce new learning behaviours Identify behaviours on planning Year leaders tackle behaviours in assemblies Talk frequently about learning and growth mind-set | |
| more visitors invited in funded by PTA Book speakers | |
| Hold discussion with lit co ord and year leaders – how regularly can we hear readers 1 to 1 | |
| Embed new topic lessons and the knowledge curriculum Knowledge planners shared with pupils Curriculum detail put onto website | |
| Agreeing a more consistent approach to retrieval in maths and possibly other subjects | |
| Modelling or videoing the new learning behaviours Agree in appraisal for a number of teachers to create video content. Use content in twilights or year assemblies | |

Cleves School Development Plan 2021-22

SEND

Strategic intent - Broad and engaging curriculum. Provide a head start for the disadvantage

| Actions | RAG | Success criteria | Lead responsibility | Timing | Monitoring | Resource |
|---|-----|---|------------------------------------|-------------|--|----------|
| Early morning reading with parents in the library <ul style="list-style-type: none"> • Lit co ord to offer parent training • Parents use reading fan cards • Parents currently to make notes in reading record • Consider a reading card printed for pupils heard by parents as a record | | For less enthusiastic readers working below expected to read materials weekly they have selected. To increase enthusiasm for reading For targeted pupils to all make at least 3 points progress in year | Year leaders – mainly lower school | From Aut 21 | Pupil Voice Data analysis | None |
| Feedback meetings about interventions to parents via LSAs <ul style="list-style-type: none"> • Arrange termly feedback sessions by all support staff who run interventions • SEND co to agree practice and offer support as required | | For parents to be well informed and in apposition to support learning at home | SEND co | From Aut 21 | Parent voice Feedback Attendance at meetings | None |
| Re Establish Numicon <ul style="list-style-type: none"> • Year leaders to consider if a Numicon intervention group would add value • Identify a teacher to attend train the trainer course • Retrain all LSAs in Numicon use | | To increase and improve the maths interventions on offer | SEND co and maths co ords | From Aug 20 | Feedback Discussion at SLT | £1000 |
| Catch up reading offered by every LSA <ul style="list-style-type: none"> • HLTA to complete the 4 part training course • Then to share condensed version of training to all HLTAs | | For children on the programme reading below expected standard to make rapid gains and achieve working at the end of the year | SEND co and S Green | From Aug 20 | Feedback Discussion at SLT | £1000 |

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|--|--|--|---|-------------|---|------|
| <ul style="list-style-type: none"> • Provide all LSAs with support pack and assessment materials required • Inform all year leaders and select 1 pupil per LSA . • Discuss impact in pupil progress meetings | | | | | | |
| <p>New LSA record book</p> <ul style="list-style-type: none"> • Reintroduce new record book with LSA team • Radish printers to run off • Introduce new record • Explain the value to teachers and their responsibility to look at the daily notes • Daily plans can be adapted | | <p>For detailed records to be maintained and available to teachers</p> <p>For next lessons to be adapted following feedback</p> <p>For LSAs to consider next steps with learning and resource activities for the next lesson</p> | SEND Co | From Aut 21 | <p>Feedback</p> <p>Regular checks of the record</p> <p>Action points documented</p> | £800 |
| <p>Look more closely at the PASS outcomes for SEND pupils.</p> <ul style="list-style-type: none"> • Complete the survey again • Study whole school trends and consider any action – build into well-being or PSHE plan • Share year data with year leaders who can identify themes for year group assemblies • Share class data with teachers to identify any individuals requiring support • Look with welfare officer at any candidates or interventions | | <p>For pupils wellbeing to be better considered and provision increased</p> <p>To year group , class or group interventions to be offered as required</p> <p>For individuals causing concern to be offered mentoring</p> | SLT and A Nelson Year leaders Welfare officer | From Aut 21 | <p>Data analysis</p> <p>Pupil voice</p> | None |

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|---|--|---|-------------------|-------------|---|--------------|
| <ul style="list-style-type: none"> Offer a positive reinforcement group in every year group | | | | | | |
| LSAs to use feedback stickers every session <ul style="list-style-type: none"> Reprint stickers and issue again SEND co to remind all staff to use stickers in most lessons to reinforce the new learning behaviours | | LSAs to be purposeful and add value during teaching input Learning behaviours reinforced and celebrated Pupils to receive positive feedback on learning | All support staff | From Aut 21 | Pupil Voice Observation | £250 |
| Look more closely dyslexia friendly practice <ul style="list-style-type: none"> Review the use of the dyslexia class resource packs Consider again dyslexia friendly school award Seek a school that has completed the award to discuss value | | Investigate any improvement dyslexia friendly status might bring | SEND co | From Aut 21 | SLT discussion | £1500 |
| Prepare more resource packs for pupils to use at home | | Pupils to have useful learning resources available at home | SEND Co | From Aut 21 | Pupil Voice Monitoring log Usage and impact | None |
| Seek an Upper school reading intervention | | To select and evidence based high quality intervention with age and interest appropriate materials | SEND co | From Aut 21 | | Up to £2,000 |

Best practice -SEND

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| Actions | Notes |
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| <p>Early morning reading with parents in the library Lit co ord to offer parent training Parents use reading fan cards Parents currently to make notes in reading record Consider a reading card printed for pupils heard by parents as a record</p> | |
| <p>Feedback meetings about interventions to parents via LSAs Arrange termly feedback sessions by all support staff who run interventions SEND co to agree practice and offer support as required</p> | |
| <p>Share SEND impact reports with teachers</p> | |
| <p>Brief whole year group on behaviour strategies for high profile children Year leaders to share strategies for high profile children SEND co to attend GAP meeting to share strategies for pupils that attend and may need specific support</p> | |
| <p>SLT to join SEND co in learning walks half termly S Miller to carry out some formal observations</p> | |
| <p>Year leaders to consider if a Numicon intervention group would add value Identify a teacher to attend train the trainer course Retrain all LSAs in Numicon use</p> | |
| <p>Catch up reading offered by every LSA HLTA to complete the 4 part training course Then to share condensed version of training to all HLTAs Inform all year leaders and select 1 pupil per LSA . Discuss impact in pupil progress meetings</p> | |
| <p>LSA record book Reintroduce new record book with LSA team Explain the value to teachers and their responsibility to look at the daily notes</p> | |
| <p>Look more closely at the PASS outcomes for SEND pupils. Complete the survey again Study whole school trends and consider any action – build into well-being or PSHE plan Share year data with year leaders who can identify themes for year group assemblies Share class data with teachers to identify any individuals requiring support Look with welfare officer at any candidates or interventions Offer a positive reinforcement group in every year group</p> | |
| <p>LSAs to use feedback stickers every session Reprint stickers and issue again SEND co to remind all staff to use stickers in most lessons to reinforce the new learning behaviours</p> | |

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| Look more closely dyslexia friendly practice | |
| Prepare more resource packs for pupils to use at home | |
| Remove twilight meeting for SEND parent drop in and combine with another task | |
| SLT to look at impact reports more quickly | |
| SEND co to arrange for reports to be complete prior to pupil progress meetings | |

Curriculum

Strategic intent - Broad and engaging curriculum.

Safe and secure environment.

Disadvantaged or vulnerable children

| Actions | RAG | Success criteria | Lead responsibility | Timing | Monitoring | Resource |
|--|-----|--|--------------------------|-------------|--|----------|
| <p>Increase teaching about well-being - PSHE and SRE content updated</p> <ul style="list-style-type: none"> • Create a working party to oversee Well-being with stakeholders from all groups • Write well-being action plan and share with all staff • Trustees to look at well-being more fully at committee • SLT to agree approach to RE , PSHE AND SRE • Re plan each subject accordingly • Consult with parents around SRE content | | <p>For pupils wellbeing to be better considered and provision increased</p> <p>To year group , class or group interventions to be offered as required</p> <p>For individuals causing concern to be offered mentoring</p> | Well-being working party | Aut 21 | <p>Curriculum maps</p> <p>Observations</p> <p>Discussion in SLT</p> <p>HT report to Trustees</p> | Release |
| <p>Agree planning approach to foundation subjects and how they complement our curriculum</p> <ul style="list-style-type: none"> • Consider foundation plans a term in advance and release staff to re-write • Complete knowledge planners • Submit planners to SLT for agreement | | <p>To devise a broad and balanced outstanding curriculum combining values ,knowledge and skills</p> <p>Deliver the Cleves curriculum guarantee</p> | SLT and co ords | From Aut 21 | <p>Curriculum maps</p> <p>Observations</p> <p>Discussion in SLT</p> <p>HT report to Trustees</p> | Release |

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|---|--|--|---------------------------------|-------------|--|---------|
| <ul style="list-style-type: none"> • Create a statement of intent for the other foundation subjects • SLT to discuss RE , PSHE and RSE for phase 2 of re-planning • Publish an outline of each subject area on website | | | | | | |
| <p>Agree high dividend concepts</p> <ul style="list-style-type: none"> • Review new planning and establish the important concepts that run through our curriculum • Identify these in knowledge planners | | <p>To devise a broad and balanced outstanding curriculum combining values ,knowledge and skills</p> <p>Deliver the Cleves curriculum guarantee</p> | SLT | Aut 21 | <p>Curriculum planners</p> <p>Observations</p> <p>Discussion in SLT</p> <p>HT report to Trustees</p> | Release |
| <p>Book Literary Festival</p> <ul style="list-style-type: none"> • Agree date • Agree budget with PTA • Book authors and illustrators • Lit co ord to plan activity week | | Deliver the Cleves curriculum guarantee | Lit Co ord | Sum 22 | Pupil and parent feedback | £500 |
| <p>Build in new learning skills throughout curriculum</p> <ul style="list-style-type: none"> • Launch the revised skills in early assembly • Year leaders to talk about learning skills/ behaviours in year assemblies • LSAs to return to handing out feedback stickers • Skills to be included in topic planners | | For learning behaviours to be embedded throughout the curriculum | SLT | From Aut 21 | <p>Monitoring log</p> <p>Regular SLT discussion</p> <p>Feedback from staff</p> | £200 |
| <p>Introduce sounds write spelling approach</p> <ul style="list-style-type: none"> • Further 8 staff to attend 4 day training • Team to report back to leadership team | | Consider alternate spelling schemes and any value that may add vs R W inc spellings | <p>Staff members</p> <p>SLT</p> | From Aut 21 | <p>Observation</p> <p>Monitoring log</p> <p>SLT discussion</p> | £1000 |

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| <ul style="list-style-type: none"> To trial the approach in upper school and lower school For SLT to observe the sessions To decide if we should roll out to whole school and if so how to deliver the training. | | | | | Feedback from staff | |
| <p>Reading approach to consider with more whole class and close text study</p> <ul style="list-style-type: none"> Invite as many staff as possible to observe the modelled sessions Continue to trial versions of whole class reading approach across all year groups Lindsay to support each teacher in planning where needed Report back at half term and end of Autumn Consider training all staff and rolling out across the school. | | Consider the value of whole class reading approach against current daily focus groups | SLT, JA, RS | From Aut 21 | Observation Monitoring log SLT discussion Feedback from staff | £1000 |
| <p>Introduce new music modules and scheme</p> <ul style="list-style-type: none"> Subject lead to re-plan scheme guided by dfe curriculum model Introduce charanga as new support music scheme with materials for non specialists Ensure key knowledge and vocab is clearly identified within each module Extend pupils exposure to music and knowledge through assembly planner | | <p>Pupils to attempt a range of instruments over their 4 years – wind , brass , string , drum</p> <p>Pupils to understand key musical vocab</p> <p>Pupils to recall some key musicians , composers from a range of musical forms and periods</p> | JK | Aut 21 | <p>Staff feedback on new scheme</p> <p>Pupil groups and discussion to establish if they recall any key info from module</p> | <p>Additional time bought in from subject lead £600</p> <p>Charanga £300</p> <p>Additional surrey arts</p> |

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|---|--|--|--|--|---|---|
| <ul style="list-style-type: none"> • Introduce a further instrument with support of Surrey Arts • Musical loan instruments home • Each music term finishing with a concert | | | | | | teacher £3000 |
| Review and update recommended reads | | To supplement our library stock with some new authors and titles to ensure pupils continue to enjoy reading for pleasure | JA | Aut 21 | Ask pupils to continue to feedback on books and recommend new reads | PTA bid for £2000 |
| British value lessons reviewed and re planned <ul style="list-style-type: none"> • Appoint new subject lead • Create new action plan • Review and adapt termly lessons so each value is covered specifically • Return to important people posters monthly shared with pupils • Plan for black History month | | <p>For pupils to know and understand the importance of British values</p> <p>For pupils to engage in and enjoy key event lessons to help realise the importance of each value – such as rule of law</p> <p>For pupils to be introduced and recall various important Brits deliberately reflecting our multi cultural society</p> | A S | Aut 21 | Pupil voice at the end of each term | Within school release schedule |
| Map out Upper School Sounds Write scheme <ul style="list-style-type: none"> • Phase leader to map out each module • Share planner with lower school staff • Continue training for staff who have not completed on line course | | <p>For lower school pupils to gain a sound phonological knowledge</p> <p>For lower 20% readers or low prior attainers to learn and apply phonological knowledge</p> <p>For spelling and reading skills to better link for less secure readers</p> | <p>Led by DF lower school phase leader</p> <p>Lower school staff</p> <p>Literacy lead to monitor</p> | <p>Start of Aut 21</p> <p>On going</p> | <p>Ask year leaders to highlight coverage as they teach and share document for reference</p> <p>Phase leader to observe sessions in all classes over time</p> | <p>Within school release</p> <p>Book materials for low prior readers £2,000</p> |

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|---|--|---|-------------------------|--------------------|---|---------------------------------------|
| <ul style="list-style-type: none"> Link decodable reads to weekly plan for low prior readers | | | | | Literacy leader to obs focus reading groups for low prior groups in yr 3 and 4 | |
| RSE audit and over view <ul style="list-style-type: none"> Subject leader to create a format Key subject leaders such as PSHE , IT to add cross curricula links RSE leader to review sex ed content and materials used Look at schemes like jigsaw | | To ensure coverage for RSE is fully on place To ensure materials for Sex Ed are age appropriate | SM | Aut 21 | Audit doc Pupil voice end of each term Staff feedback after new materials or lesson plans are delivered | 2 days supply release at £180 per day |
| School news paper <ul style="list-style-type: none"> Ask for volunteer teacher to run the group Identify pupils who would benefit from opportunity to write for a purpose Half termly publications | | To offer a group of pupils that need a writing booster an intervention with a genuine purpose For school news to be shared such as sport reports and special days in each year group To support school community building | Volunteer – possibly EC | Aut 21 or sprig 22 | NA | NA |
| 3i's updated to website Add link to full document for parents reference | | Full details of our curriculum approach available | JK | Aut 21 | NA | NA |

| Best practice -Curriculum | |
|--|------------|
| Actions | RAG |
| Publish the signed Cleves curriculum guarantee for every pupil Explain the value of the guarantee to pupils in assembly | |

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| Increase teaching about well-being -PSHE and SRE content updated | |
| Complete knowledge planners Publish an outline of each subject area on website | |
| Increase outdoor learning content and frequency | |
| Book Literary Festival | |
| Year 5 first aid course booked | |
| Maths planning developed to build in retrieval and small steps Further training with Laura Bailey and in twilights Retrieval strategies shared in INSET day Retrieval videos created to model best practice Support staff with whole class maths teaching during COVID | |
| Launch Cleves Activity Award Explain again to pupils in assembly Share scheme for Oct half term with guidance for parents Order new scrap books as record books for out of school activity Pupils to maintain activity books sticking in photos, tickets , comments and slips signed by parents Review termly Decision on awards this year | |
| Build in new learning skills throughout curriculum Launch the revised skills in early assembly Year leaders to talk about learning skills/ behaviours in year assemblies LSAs to return to handing out feedback stickers Skills to be included in topic planners | |
| Introduce new handwriting scheme from year 3 | |
| Inter house sports comps | |
| Library to open at lunch | |
| Nurture room to open at lunch | |
| Book virtual reality headsets | |

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Parents and community

Strategic intent -Broad and engaging curriculum. Build partnerships . Safe and secure environment. Provide a head start for disadvantaged

| Actions | RAG | Success criteria | Lead responsibility | Timing | Monitoring | Resource |
|---|-----|---|---------------------|----------------|---|----------|
| Survey parents on what help and support they would like regarding pupil learning | | A useful programme of support and workshops on offer to parents | AB | From Aut 21 | Feedback to SLT Minutes of meeting Proposed Actions | Release |
| School counsellor to offer parent groups <ul style="list-style-type: none"> • Counsellor to publish a programme of talks and workshops | | Parents to be well informed and capable of supporting their children with home learning and development | MM | Spring 22 | Feedback from parents SLT discussion | £500 |
| Share SDP grid for 20/21 on website | | Parents aware of school activity and development plan | SLT | Aut 21 | Parent Feedback SLT discussion | None |
| Agree and share agendas for parent forums and publish in advance <ul style="list-style-type: none"> • Parent forums to be better advertised | | Parents able to contribute feedback and ideas for school improvement | AB | From Aut 21 | Parent Feedback SLT discussion | None |
| Specialist teachers to offer talks to parents | | Parents to be well informed and capable of supporting their children | Teachers | Spring 22 | Parental feedback | Release |

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|---|--|---|---------|-------------|---|------|
| <ul style="list-style-type: none"> • Arrange a schedule for HLTAs and specialist Cleves teachers to offer parent curriculum – speech therapist physio • Book consultants L Pickton and L Bailey to present on reading , spelling and maths at home | | with home learning and development | | | | |
| Create a directory of parent skills , jobs, contacts <ul style="list-style-type: none"> • Email all parents to ask if they have any jobs , experiences skills or hobbies that they might be prepared to share with pupils • Share with year leaders and key co o ords when planning terms activities | | Deliver the Cleves curriculum guarantee Pupils to meet a range of interesting and inspiring people | SLT, AB | Spr 22 | Parent Feedback Pupil Voice Observation SLT discussion | £200 |
| Induction and training for parent helpers <ul style="list-style-type: none"> • For all volunteer parents to participate in training with a focus on safeguarding. • Check parents have the chance to ask any questions for clarification of process • Maintain record of all participants | | Parent volunteers to be clear and confident in safeguarding procedures | HT, SLT | From Aut 21 | List of adults trained Feedback from IR Uptake for trips | None |

Best practice - Parents and community

| Actions | Notes |
|--|-------|
| Survey parents on what help and support they would like regarding pupil learning | |
| School counsellor to offer parent groups | |
| Share SDP grid for 20/21 on website | |

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| Agree and share agendas for parent forums and publish in advance | |
| Arrange a schedule for HLTAs and specialist Cleves teachers to offer parent curriculum – speech therapist physio Book consultants L Pickton and L Bailey to present on reading , spelling and maths at home | |
| Email all parents to ask if they have any jobs , experiences skills or hobbies that they might be prepared to share Share with year leaders and key co o ords when planning terms activities | |
| Induction and training for parent helpers Maintain record of all participants | |
| Pupil radio to re start | |
| Increase PAMs involvement | |
| Half termly parent forums | |