

School Development Plan

September 2023- July 2024

(rev 1 Dec 2023)

Objectives for 2023-2024

Quality of Education

1. Review the curriculum to ensure changes made in 2022-2023 are effective in developing pupil's knowledge for the next stage of their learning and focus on disciplinary knowledge .
2. Review and amend assessment to make sure the learning of all pupils is captured and opportunities to address misconceptions are exploited leading to better outcomes for all pupils.
3. Develop a culture where oracy is at its heart so that pupils are not disadvantaged now and in the future.
4. Continue to meet the needs of all pupils with SEN so that all learners make good progress from their starting points
5. Increase the number of pupils being assessed as at age related expectations in writing across school.

Behaviour and Attitudes

6. Improve attendance of the school so that it is at least in line with the national trend and there is a reduction in the number of persistent absentees

Leadership and Management

7. Conduct a review of the Governing Body to ensure that the education that the school provides has a positive impact on all its pupils and all governors are confident to assume their part in this.
8. All staff to be supported, through effective performance management and professional development, to contribute to the effective running of the school, the implementation of this development plan and creating positive outcomes for all learners.

Objective 1	Actions	Timescale	Budget	Responsibility	Monitoring
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Review the curriculum to ensure changes made in 2022-2023 are effective in developing pupil's knowledge for the next stage of their learning and focus on disciplinary knowledge	Subject leadership teams to: <ul style="list-style-type: none"> - conduct a staff audit to determine if resources or training is needed - complete lesson drop ins - undertake book looks/work scrutinies where appropriate - engage in pupil voice interview – to include SEN pupils – to monitor what is being learned and remembered - feed back to all teachers at staff meeting - develop progression grids for disciplinary knowledge and skills eg “How to be an historian” 	Every half term in week 1/2 of the half term starting in Autumn 2	Time out of class – to be covered internally where possible	SLT to plan schedule SLT to lead teams SLT/Teachers to arrange cover	Staff feedback Changes to Long Term Plans/ Progression Grids/Recording methods/recall processes Updated action plans Staff meeting minutes

Milestones

Autumn

All subjects will have had either – drop in/book look/pupil voice review

All subjects will have had staff audit and review at staff meeting

Progression Grids covering disciplinary knowledge and skills will be in place for 5/14 subjects (English split into reading & writing)

Spring

All subjects will have had either – drop in/book look/pupil voice review – as at least a second means of monitoring

All subjects will have had staff audit and review at staff meeting and action plans updated

Progression Grids covering disciplinary knowledge and skills will be in place for 10/14 subjects (English split into reading & writing)

Summer

All subjects will have had either – drop in/book look/pupil voice review – at least a third round of monitoring

All subjects will have had staff audit and review at staff meeting, action plans updated and PGs amended on the server
 Progression Grids covering disciplinary knowledge and skills will be in place for all subjects (English split into reading & writing)

Review

Autumn

All subjects will have had either – drop in/book look/pupil voice review – completed in Autumn 1 and Autumn 2 – book looks and pupil voice interviews undertaken for all subjects except art/DT & geography– some amendments to long term plans and progression grids made as a result
 All subjects will have had staff audit and review at staff meeting – completed – a review of maths is taking place as a result of this to support teachers
 Progression Grids covering disciplinary knowledge and skills will be in place for 5/14 subjects (English split into reading & writing) – scheduled to be completed for majority of subjects in week one of Jan 2024

Objective 2	Actions	Timescale	Budget	Responsibility	Monitoring
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Review and amend assessment to make sure the learning of all pupils is captured and opportunities to address misconceptions are exploited leading to better outcomes for all pupils	<p>Subject leaders to monitor consistency of assessment throughout the year for all subjects</p> <p>After each full term all staff to consider impact of assessment method and consider if there are better ways to identify/record/share what some children may have not learned</p> <p>Develop improved way of addressing opportunities for missed learning or misconceived ideas – link this to disciplinary knowledge once PGs are written</p>	Termly	No cost	Subject leaders and all staff	<p>Key stage minutes</p> <p>Staff meeting minutes</p> <p>Subject action plans</p>
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Milestones

Autumn

Assessment procedures will have been discussed at staff meeting and either confirmed or amended – do we need to change Integris?

Use of PGs for disciplinary knowledge for assessing pupils to be discussed and away forwards agreed is possible

Spring

Impact of new Subject Front Sheets and Marking Grid/Lever arch folder to be reviewed

Summer

All assessment processes and documentation to be confirmed for following year

Review

Autumn

Assessment procedures will have been discussed at staff meeting and either confirmed or amended – do we need to change Integris? – completed – no changes needed to Integris – **subject front sheets need reviewing for chn who cannot record their learning yet, marking grids working well for subjects where written evidence is not secured eg PE**

Use of PGs for disciplinary knowledge for assessing pupils to be discussed and away forwards agreed is possible – **to be reviewed after Jan 2024**

Objective 3	Actions	Timescale	Budget	Responsibility	Monitoring
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Develop a culture where oracy is at its heart so that pupils are not disadvantaged now and in the future.	Acquire a screening tool for all pupils in reception	Autumn 1	£500 – approx.	S Sanderson + D Swithenbank	Re-assessment of pupils
	Implement a programme to support oracy in reception and beyond for those pupils who need it	Ongoing	Time	S Sanderson (D Swithenbank for KS1 pupils)	
	As a whole school work on the eradication of “local language” which supports grammatically incorrect English eg “we was...” “I have brung...”	Ongoing	No cost	All school staff	
	Be explicit in our teaching of speaking in full and correct sentences	Ongoing	No cost	All school staff	
	Have the expectation – and be explicit in this – that children speak in full and accurate sentences	Ongoing	No cost	All school staff	
	Throughout school, feedback to children on the quality of their oracy eg “The way you explained that was clear and well thought out”				
	Monitor and feedback the quality of their oracy when talking in groups in class				

Milestones

Autumn

Oracy assessment and intervention tool will have been procured

A plan for assessing oracy using new tool will be in place

Spring

Adults will be routinely seen demanding children speak in full sentences

Oracy will have been assessed in nursery and/or reception class
 Intervention/changes to wave 1 teaching will be in place to support improvement in oracy

Summer
 Children will mostly speak in full sentences
 Children accessing oracy intervention will improve
 Plan for 24/25 will be in place

Review

Autumn
 Oracy assessment and intervention tool will have been procured
 A plan for assessing oracy using new tool will be in place – all pupils in reception and nursey have been assessed and wave 1 teaching is being amended to meet the needs – this will now be extended into KS1 with whole staff training used to ensure oracy needs of pupils are being met in class

Objective 4	Actions	Timescale	Budget	Responsibility	Monitoring
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Continue to meet the needs of all pupils with SEN with minimal impact upon other learners	Develop an area of school where the needs of high level SEN children can be met (Additionally Resourced Provision - ARP)	Sept 2023	Approx £6000	A Wilby	Pupils with high level SEN will be in their own room
	Deploy and train staff to work in the ARP	Sept 2023			
	Secure furniture and equipment for ARP	Sep 2023 and ongoing			Plans will show individual provision
	Re-locate library upstairs	July 2023			
	Ensure all meets fire regulations	July 2023			Timetables
	Set up timetables for all pupils in ARP	Sept 2023			Staff Training
	Develop effective paperwork to ensure all needs are being met and records kept	Sept 2023 & ongoing			Staff feedback
	Review ongoing needs of pupils	Ongoing			Progress of pupils
	Review ongoing training needs of all staff	Ongoing			
	Develop a school wide approach to assessment for SEN pupils who cannot be assessed against the National Curriculum	Nov 2023			
	Embed the use of Makaton in The Learning Den and then across the wider school	Feb 2024			
<u>Milestones</u> Autumn The Learning Den will be operational					

Timetables of support and intervention will be in place for all high needs SEN pupils
 Paperwork for pupils in the Learning Den will be in place and effective
 Makaton will be being used in the Learning Den

Spring

Staff training needs will have been identified and training booked
 SEN assessment system will have been reviewed and shared with all staff
 Makaton will start to be used across school

Summer

SEN assessment procedures will be being used effectively across school
 Makaton will be being used widely across school for day to day interactions

Review

Autumn

The Learning Den will be operational – **completed – up and running and validated by Kirklees**
 Timetables of support and intervention will be in place for all high needs SEN pupils – **completed for pupils within the Learning Den - SEN outside of the Learning Den under review – recent visit from Kirklees SEN specialist provided ideas and guidance to be implemented in Spring 2024**
 Paperwork for pupils in the Learning Den will be in place and effective – **completed**
 Makaton will be being used in the Learning Den – **completed**

Objective 5	Actions	Timescale	Budget	Responsibility	Monitoring
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Increase the number of pupils being assessed as at age related expectations in writing across school	Review writing across school to identify problems eg handwriting/spelling/grammar etc	Oct 2023	TBC	A Massarella	Pupils' books
	Identify how to address issues found above	Oct 2023			Writing assessments
	Deliver whole school training	Jan 2024			Teacher feedback
	Deliver ETA training for intervention work	Jan 2024			Reception results
	Review long term plans/progression grids	July 2024			KS1 results
	Review use of interventions for writing	Ongoing			KS2 results
	Review lesson structure/teaching sequence for writing	Jan/Mar 2024			
	Support individual teachers as needed	Ongoing			

Milestones

Autumn

A review of writing will have been undertaken to identify areas for development
A plan to address issues and improve writing will be in place and shared with all staff
Teacher training will have taken place following an audit of teacher skill and confidence

Spring

A review of impact of training will take place
A review of the need for interventions will take place and interventions identified if needed
ETAs supported in how to deliver interventions if appropriate
Lessons obs will show agreed plans being used

Summer

A review of changes to practice will take place and inform further adaptations for 2024/2025

Writing across school will have improved

Review

Autumn

A review of writing will have been undertaken to identify areas for development – first area for development is handwriting

A plan to address issues and improve writing will be in place and shared with all staff

Teacher training will have taken place following an audit of teacher skill and confidence

Budgets and low staffing numbers have meant release time for English lead has been difficult/impossible – to be reviewed in Jan 2024

Objective 6	Actions	Timescale	Budget	Responsibility	Monitoring
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Improve attendance of the school so that it is at least in line with the national trend and there is a reduction in the number of persistent absentees	<p>Share with parents the attendance for their child from 2022-2023 if it has fallen below 94%</p> <p>Share with parents that medical evidence may be requested for third and subsequent absences</p> <p>Amend Attendance Policy to reflect changes above</p> <p>SLT to call all those who are absent if they have not contacted school or if there are any concerns regarding the child eg just had emails and not spoken to an adult</p> <p>Meet with parents after two periods of absence or if attendance approached 91%</p> <p>Refer to attendance support (Education Safeguarding), school nurse or elsewhere to support improved attendance if needed.</p> <p>Continue reward systems in school to include: attendance assembly, stickers for 100%, £1 per day if whole class is at school</p> <p>Share FFT data internally and periodically with Governors and parents</p>	Ongoing from Sept 2023	TBC to pay for class treats	CB and AW	<p>Registers</p> <p>Individual attendance records</p>

Milestones

Autumn

Attendance Policy will have been reviewed

Attendance Policy shared with parents

Meetings with parents will be taking place as per the new policy

Referrals to external agencies will be being used to support families

Spring and Summer

Attendance and the number of persistent absentees will improve when compared to 2022-2023

Review

Autumn

Attendance Policy will have been reviewed - completed

Attendance Policy shared with parents completed

Meetings with parents will be taking place as per the new policy – completed although only 1 necessary so far – ongoing communication with parents is impacting positively for most

Referrals to external agencies will be being used to support families – advice sought when needed and used in one case

Tracking show attendance at over 95% which is above national according to FFT data and Persistent Absentees are considerably reduced from this time last year – this year attendance is 95% (12/12/23) versus 91.55% (13/12/22) and PA is at 13.46% (21 pupils) this year versus 36.63% (63 pupils) last year

Objective 7	Actions	Timescale	Budget	Responsibility	Monitoring
Conduct a review of the Governing Body to ensure that the education that the school provides has a positive impact on all its pupils and all governors are confident to assume their part in this.	Work with Kathryn Wilkinson from Forrest Governance to review and audit efficacy of GB	2023-2024	TBC	The full Governing Body	GB meeting minutes
	Create an action plan for GB development	Nov 2023			Reports from Gobs
	Approve the SDP	Sept 2023			
	Plan Governor visits to school to monitor the implementation and impact of the SDP	Nov 2023			
	Record findings of Governor visits to school and share with full GB	Ongoing			
<u>Milestones</u> Autumn Meeting with Forrest Governance will have taken place A plan will be in place to support governor development Governors will have visited school to support the monitoring of the SDP – FGB minutes will reflect this Spring NGA plan will be in place and being followed Second round of Governor visits will have taken place Summer A strong and documented system of governor visits to school will have been implemented Governors will feel confident in how and when to challenge the head teacher Governors will know the school well					
<u>Review</u> Autumn Meeting with Forrest Governance will have taken place – report awaited					

A plan will be in place to support governor development – governors have created monitoring visit proformas which will be agreed at next FGB meeting – a matrix of visits will also be presented at the Jan FGB meeting

Governors will have visited school to support the monitoring of the SDP – FGB minutes will reflect this – visits to be planned from Jan 2024

Objective 8	Actions	Timescale	Budget	Responsibility	Monitoring
All staff to be supported, through effective performance management and professional development, to contribute to the effective running of the school, the implementation of this development plan and creating positive outcomes for all learners.	Share vision for creating a holistic and supportive 2023-2024 performance management schedule with all staff	July 2023	nil	CB	Perf Man records
	Create and share the hierarchy of who will be responsible for who's performance management review	July 2023			Staff feedback
	Seek views of all staff on positive and negative impactors on own mental health and wellbeing	July 2023			
	Create and share a wellbeing practice document based on the views of all staff	Sept 2023			
	Identify strengths for all staff members and identify any areas for development through a timely and effective perf man cycle	Oct 2023			
	Undertake and staff wellbeing audit	June 2024			

Milestones

Autumn

All staff will have received a letter from C Barlow outlining the plans for supporting staff through effective performance management

All staff will have had a performance management review meeting

Staff will have had the opportunity to share their hopes/plans for the future

A wellbeing at Mill Lane document will have been created with input from all staff members to support a healthy and happy workforce

Spring

Staff members will feel supported when asked by Governors

Staff members will be able to talk about how we support each other in school

Staff members will feel they have been listened to and either be working towards their career goals at Mill Lane or understand why this is not possible at this time

Summer

The SDP will be completed and all staff members will have played their part

Staff will feel valued and support – Staff wellbeing survey

Review

Autumn

All staff will have received a letter from C Barlow outlining the plans for supporting staff through effective performance management - **completed**

All staff will have had a performance management review meeting – **3 staff outstanding at Dec 12 2023**

Staff will have had the opportunity to share their hopes/plans for the future **as part of perf management and as part of developing a whole school wellbeing policy**

A wellbeing at Mill Lane document will have been created with input from all staff members to support a healthy and happy workforce – **ongoing – to be completed by Easter 2024**

Appendix 1

Key Stage 2 (year 6) Attainment 2022-2023

*ARE – Age
– Spelling,
Figures in

ATTAINMENT – WHERE CHILDREN ENDED UP		
	Mill Lane % pupils achieving ARE*	Mill Lane % pupils achieving above ARE*
Reading	78 (73)	26 (29)
Writing	83 (71)	4 (13)
Maths	87 (73)	13 (24)
Combined R,W & M	78 (59)	4 (8)
SPAG**	83 (72)	17

Related Expectations ** SPAG
Punctuation & Grammar
brackets show national results.

Scaled Scores

All year 6 pupils sat tests in reading, maths and spelling, punctuation & grammar. Each score was converted to a “scaled score”.

A scaled score between 80 and 100 means that a child is working towards the national expectation. A scaled score of 100 means that a child has met the national expectation. A scaled score of 110 or above is classed as working at a higher standard.

The table below shows the average scaled score for Mill Lane against the national picture..

SCALED SCORES	
Reading	105.5 (national 105.1)
Writing	N/A
Maths	105.5 (national 104.2)
SPAG	105.2 (national 104.9)

Average progress scores

The progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. They are a type of value-added measure, which means that pupils’ results are compared to the actual achievements of other pupils nationally with similar prior attainment.

	Mill Lane	Kirklees	National
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Reading	3.4	-0.43	0.03
Writing	3.5	-0.17	0.05
Maths	3.7	0.04	0.04

Appendix 2

Attendance Strategy 2023-2024

In the last week of 2022-2023 all parents of children were written to and their child's attendance sheet for the year was included. The percentage was converted to day and weeks of education missed.

2023-2024

The attendance register will be checked every day by the HT (office in her absence). The following action will be taken:

First absence

A reason for the absence will sought if not already provided. Each family will receive a letter or phone call – each letter will be personalised depending upon historical attendance. If attendance has been poor last year this will be pointed out with factual information such as weeks missed and number of absences. The letter will be sent via the hub on day 1 of the absence

Absence will be monitored and daily contact made with parents

If absence extends beyond 5 days the HT will request a meeting – unless there is a serious illness/injury meaning extended absence is needed in which case home support will be offered if appropriate.

All absences will be tracked on a whole school register and in individual pupil files.

Second Absence

The HT will contact parents to discuss the reason for second absence. Depending upon last year's attendance and the reason for first two absences of this year a meeting may be called.

Third Absence and/or absence approaching 7.5%

A meeting will be called with the HT and an attendance contract may be put in place.

Absence approaching 10%

Parents will be invited to attend a meeting with the HT and a representative of Kirklees' Safeguarding in Education (formally Attendance and Pupil Support Officer).

All absence that is not authorised beyond 5 days will be fined eg holidays

Positive Support

Attendance Rewards Assembly will be held every week where all children with 100% attendance for the prior week will be rewarded and each class will be rewarded with £1 for everyday they had 100% attendance in the prior week. At the end of the year classes can spend this money on a whole class treat.

Children who have had previously poor attendance will be noticed in a positive way when in school.

Children will be praised for making an effort to come to school when they may not feel 100% but are not ill enough to be at home.

Regular messages will be sent to families to keep them updated about attendance eg which classes have 100% attendance, how many absences have been on a Monday, how we are comparing to other schools nationally (FFT data) etc

Individual families may be sent a pro-active text to encourage attendance the following day if they have previously had poor attendance.

Letters and texts will be used to thank families for their support and encourage ongoing good attendance.