

'Excellence, Enjoyment and achievement together in a nurturing Christian Community'
'They will soar on wings like Eagles – Isaiah 40:31'

Vision
A quality education
2023-2026

Pupil outcomes are strong on account of the quality of education at our setting. Data at end of KS2 is consistently in the top 20% nationally.

Vulnerable children and those with identified SEND are supported to make progress against SMART targets, which are monitored through the APDR process.

The connected curriculum enables children to develop strong disciplinary skills and knowledge, as well as equipping pupils to be brave changemakers in a global context.

Vision
Leadership and Management-Continuous Improvement
2023-2026

Our setting is committed to educational innovation through working with others, school based research and the creation of a self-improving model.

School leadership is committed to high quality CPD. Opportunities to participate in research, develop and share practice will be encouraged.

Leaders have developed a clearly sequenced curriculum developing the skills and knowledge for children to be 'secondary school ready'.

Vision
Pupil Personal Development
2023-2026

We are committed to the development of children's learning behaviours as we recognise that children's ability to articulate themselves, listen to others and converse, supports their social, emotional development as well as strengthen links in learning.

We are committed to embedding our values of *'Excellence, Enjoyment and achievement together in a nurturing Christian Community'* within all aspects of school life - including play. We recognise that play is integral to a happy and healthy childhood and we are therefore committed to providing high quality play opportunities.

At St Helen's, we believe that children have the right to independence, choice and inclusion. We seek to provide opportunities for personal growth and emotional health and wellbeing through the Thrive approach.



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SCHOOL DEVELOPMENT PLAN OVERVIEW Two Year Plan 2024-2026

CONTENTS	PAGE
<p><u>Part 1 A quality education</u></p> <p>Maths :</p> <ul style="list-style-type: none"> • How are children’s procedural and conceptual understanding developed in tandem through the use of concrete resources to aid representation and structure and mathematical thinking? • To develop our approach to securing fluency of mathematical facts, so that children are using the most efficient methods for arithmetic and know all times tables and their related division facts. • To improve the number of GDS children across the school developing greater challenge for children with problem solving challenges that deepen learning. <p>Spelling and writing</p> <p>SEND Provision</p>	
<p><u>Part 2 Leadership and Management- Continuous Improvement</u></p> <p><u>Subject Leadership development</u></p> <ul style="list-style-type: none"> • To develop the consistency in how subject leaders monitor, evaluate and identify areas for improvement? 	
<p><u>Part 3 Pupil Personal Development – Please note these are led by Teams and not aims on the SDP.</u></p> <p>Thrive: Are all children’s SEMH needs met? Continue to embed the Thrive system to help develop children’s SEMH</p> <p>OPAL and Play across the school: How does our environment lend itself to enhancing imaginative play and children independent skills?</p> <p>Behaviour and Attitudes: Are all children are explicitly aware of school values, routines and behaviours? Development of new behaviour policy which has very clear links to thrive practices and the restorative practices that we have in school.</p>	



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WHOLE SCHOOL DATA TRACKING AND MONITORING: 2024-2025

SCHOOL DATA TRENDS							
STATUTORY ATTAINMENT							
		2024	2023	2022	No Tests	2019	2018
EYFS GLD	GLD	63%	83%	69%		79%	86%
Year 1 Phonics		93%	90%	90%		90%	80%
Year 2 Attainment	READING EXS:	79%	77%	63%		83%	87%
	READING GDS:	18%	17%	33%		34%	30%
	WRITING EXS:	71%	73%	73%		76%	80%
	WRITING GDS:	4%	7%	20%		28%	33%
	MATHS EXS:	82%	83%	70%		79%	87%
	MATHS GDS:	11%	17%	23%		38%	33%
	RWM Combined EXS:		67% (LA 59%)				
Year 6 Attainment:	READING EXS:	96%	79%	77%		93%	81%
	READING GDS:	37%	32%	26%		50%	52%
	WRITING EXS:	78%	79%	77%		96%	85%
	WRITING GDS:	19%	11%	10%		39%	44%
	MATHS EXS:	78%	79%	82%		93%	85%

	MATHS GDS:	26%	29%	23%		43%	30%
	SPAG EXS:	89%	82%	71%		96%	89%
	SPAG GDS:	41%	36%	23%		46%	63%
	RWM Combined EXS:		68%	68%		86%	81%
	RWM Combined GDS:		11%	10%		25%	22%

Please note: More detailed analysis of different groups is available.

Year 6 v Local and National	Reading	Writing (TA)	Maths	SPAG (Spelling, Punctuation and Grammar)
Year 6 SATs School	EXS = 96% GDS = 37%	EXS = 78% GDS = 19 %	EXS = 78% GDS = 26%	EXS = 89% GDS= 40%
Local Authority	EXS= 75% GDS = 30%	EXS= 74% GDS = 8%	EXS= 74% GDS = 25%	EXS= 70% GDS = 31%
National	EXS= 73% GDS = 29%	EXS= 71% GDS = 13%	EXS= 73% GDS = 25%	EXS= 72% GDS = 30%

PART ONE A quality education - KEY PRIORITY AREAS TO DEVELOP IN 2024-25

	Maths	Spelling and Writing	SEND
Rationale	<p>Monitoring and evaluations shows that the use of a range of mathematical resources (such as to develop procedural and conceptual understanding) is limited as manipulatives are not used consistently across the school.</p> <p>Observations and samples of books shows that children are not always using the most efficient methods to solve arithmetic problems.</p>		<p>We believe that all children, including those identified as having SEND, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life as far as possible.</p>

	To increase the number of children who attain GDS across the school.		
LONG TERM GOALS (in 3 years ...)	<ol style="list-style-type: none"> To develop procedural and conceptual understanding in tandem through the use of concrete resources to aid representation and structure and mathematical thinking. Improve our approach to securing fluency of mathematical facts, such as 'number sense'/arithmetic and times tables. Children to be exposed to daily arithmetic challenges. Number of children achieving GDS increases over time. 		<p>From last year:</p> <ol style="list-style-type: none"> Class teachers consistently use a range of evidence-based strategies to support pupils with SEND through high quality teaching. Pupils with SEN make accelerated progress from their starting points. Pupils with EHCPs receive personalised learning that is appropriate to their development and areas of need, with a balance between inclusion in class and alternative provision Pupils have access to a range of evidence-based, structured interventions that link to each area of need and are delivered by trained staff, with their impact regularly reviewed.
End of year Term 6 2024 Goals - Success criteria	<ol style="list-style-type: none"> Children are demonstrating independent learning skills demonstrating their procedural and conceptual understanding in tandem, through the use of concrete resources to aid representation and structure and mathematical thinking. Manipulatives are used consistently throughout school when necessary. A comprehensive progression for arithmetic and multiplication facts is embedded across the school, resulting in children finishing Year 4 secure in their multiplication facts. Children enter Year 5 and 6 with EXS in arithmetic procedures. 		<ol style="list-style-type: none"> Consistency in the Assess, Plan, Do, Review process for all pupils on the SEND register. Whole-school approach developed to supporting children with literacy difficulties e.g. difficulties consistent with dyslexia Staff to have received specific CPD relevant to their roles so that they can deliver appropriate provision for the pupils they work with. All pupils to have opportunities to work independently and know strategies to support themselves. Pupils with SEND make good progress from their starting points.

	<p>3. Consistently high expectations are maintained. Teachers seek feedback from children to adapt their teaching (e.g. review pitch of check point question and response) and sequence of learning. Children use self assessment in Maths to ensure that they are challenging themselves.</p>		
END of Year Review			
AUTUMN MILESTONES	<ol style="list-style-type: none"> 1. Inset Day introduction to use of Manipulatives. 2. Reset of expectations for planning and the sequence of Maths learning – reminder to not use small steps everyday and that AFL is needed daily. 3. Staff meeting on the level of challenge and ensuring that GDS children are consistently (daily) having enough exposure and time to work through GDS questions. 4. FunKey Maths TT cards and TTRS for home learning are re-launched, ordered and shared with families. TTRS competitions are developed weekly. 5. Re-share times tables policy (including progression and assessment guidance) prior to the end of Term 1. 6. Term 2 staff meeting to continue to focus on using concrete resources in Maths, focusing on the block of learning mostly happening across the school at that time so it is meaningful practice. 		<ol style="list-style-type: none"> 1. Assess, Plan, Do, Review documents set up by SENCO combining information from previous teachers, any professionals involved and SENCo's knowledge. Shared with all staff working with these pupils. Pupil Passports for all classes shared with sports coaches and cover supervisor and available for reference when needed. Monitoring by SENCo to identify whether pupils are receiving the provision detailed in their support plans and feedback is given to teachers as needed to address this. Teachers to review outcomes by end of Autumn term. 2. SENCo to audit current provision and meet a representative from Inclusion Support to discuss current provision for pupils with literacy difficulties and gain advice on best practice. SENCO to complete dyslexia screeners for pupils flagged as concerns in this area. 3. SENCo to identify CPD needs through analysing the needs of the class and prior training of staff teams, TAs and teachers to identify CPD needs through Teacher-TA agreements and discussions with SENCo. SENCo to identify CPD on offer from cluster and other agencies e.g. speech and language and arrange for staff to attend relevant

			<p>training. SENCo to meet TAs to pass on CPD from staff meetings.</p> <p>4. Staff meeting to identify current approaches to developing independence in classes and share best practice between teachers. SENCo to repeat this with TAs.</p> <p>5. SENCo to seek advice on how best to analyse SEND data. Use data and SEN Support plans to plan interventions and work with TAs on this.</p>
Autumn Review			1.
SPRING MILESTONES	<ol style="list-style-type: none"> 1. Monitoring throughout Term 3 and 4 to see use of Manipulatives 2. Staff meeting on the level of challenge and ensuring that GDS children are consistently (daily) having enough exposure and time to work through GDS questions. 3. Plan and implement for the start of Term 3 – the use of arithmetic 5 a day throughout the whole school to replace some elements of Big Matsh. 4. Children conferencing shows that children are having more opportunities to develop GDS activities. 5. Term 3 and 4 staff meeting to continue to focus on using concrete resources in Maths, focusing on the block of learning mostly happening across the school at that time so it is meaningful practice. 	1.	1.
Spring Review	1.		

Part 2 Leadership and Management- Continuous Improvement

- To develop the consistency in how subject leaders monitor, evaluate and identify areas for improvement?**

Subject Leader Development

Rationale	Monitoring activities have identified an inconsistency in the confidence of subject leaders to articulate evidence-based knowledge of children’s learning. Not all subject leaders have been able to identify particular gaps in understanding, which hinders learning and development.
LONG TERM GOALS (in 3 years ...)	<ol style="list-style-type: none"> For all subject leaders to be using a consistent approach to the leadership of their subject areas. Effective subject leadership has a direct and effective impact on pupil progress, over time, through efficient monitoring and assessment. Gaps in learning will be quickly identified and appropriate strategies used to accelerate progress. Subject leaders will analyse and build the appropriate provision in their subject. Staff’s pedagogical content knowledge will maximise learning across the school.
End of year Term 6 2025 Goals - Success criteria	<ol style="list-style-type: none"> Consistency in knowledge and understanding of all subject leaders. A more consistent use of the teacher SEF to ensure that all subject leaders are collating aligned, key information to inform their decision making is seen, Subject leaders will be equipped to identify gaps in pupil understanding in their subject area and have time to share with class teachers. Subject leaders will complete regular pupil conferencing, each term, to capture the conceptual understanding of the children. Subject leaders will be responsible for locating and delivering appropriate CPD opportunities for all staff, based on their data and intel. Consistency in the action planning and reporting of all subject leaders. Subject leaders produce concise and accurate analysis of pupil outcomes and progress over time.
End of Year review:	
AUTUMN GOAL	<ol style="list-style-type: none"> Review of the teacher SEF to ascertain which aspects are most impactful and effective. Staff to have completed subject leadership impact reports and have set one action plan target for Term 1 and Term 2. Audit of subject leader knowledge and understanding of key objectives, to be completed in term one. Subject leaders to identify any training that ensures they are confident to complete the teacher SEF, in line with all subject leaders. Subject leaders to produce an action plan based on the information gathered through their monitoring activities. Subject leaders are able to take part in a SL deep dive coaching format.
Autumn Review	
SPRING GOAL	<ol style="list-style-type: none"> Subject leaders to review the action plan and update with successes and further areas for development. Opportunities for subject leaders to share and discuss their action plans and the impact of their monitoring activities. Subject leaders to review assessment outcomes and identify any common gaps in pupil learning.
Spring Review	

