



# Jessop Primary School

## School Development Plan

### 2020 – 2021

<b>Priority 1</b>	To ensure the intent and implementation of our curriculum is sharply focussed on addressing the teaching and learning gaps created by the school closure period as a result of the COVID-19 pandemic by supporting pupil wellbeing, developing aspiration, creating memorable learning experiences and embedding an online learning approach to teaching and learning .
<b>Priority 2</b>	To ensure the intent of our catch-up strategy is sharply focussed on Reading and the development of reading skills to enable access to the wider curriculum. Including a focussed approach to closing the vocabulary gap and the teaching of phonics.
<b>Priority 3</b>	To raise pupil attainment and accelerated progress for the most vulnerable learners and to ensure that progress of key groups is in line with or above Lambeth and national standards.
<b>Priority 4</b>	To strengthen the capacity and effectiveness of leadership and management across the school with a sharp focus on the development of middle leadership.
<b>Priority 5</b>	To secure the overall quality of teaching as outstanding.

School Development Plan  
2020-2021  
Federation Vision

Jessop Stockwell federation is a centre of excellence where every child

- can flourish regardless of their starting point
- will thrive in a safe and creative environment
- will value and enjoy their education and recognise its importance for future success
- will become a confident, articulate, and positive member of the community

Our School Development Plan

Our school is currently judged to be Outstanding which comes from the previous full inspection in 2015. In order to maintain and exceed this level of recognition for the level of education the children receive at the school, we need to ensure continued and self-evaluation.

The school development plan runs from September to July. Each school development plan priority from the school development plan is described in terms of; Outcomes for Pupils, Quality of Teaching, Learning & Assessment, Behaviour & Safety, Leadership & Management, Premises & Site.

It has been structured in accordance with the Ofsted framework for inspection so priorities are grouped under the Ofsted category headings. This plan has been compiled with the aim of ensuring that the priorities identified will improve the overall efficiency of the school and provide for the needs of all children spiritually, socially, morally, physically and academically, thereby having a positive impact on the standards children attain.

All stakeholders in the school will be informed of the development priorities outlined in the plan with regular opportunities for discussion and consultation where appropriate to ensure clarity and transparency which will lead to maximum impact.

The school development plan will be referred to regularly by all stakeholders and the headteacher will hold a central copy which will be updated and the RAG rating (Red, Amber, Green) adjusted accordingly as follows:

Red	<b>Red</b> indicates that the area for development has not yet been addressed. This could be as it has been deemed as a lower priority; training, equipment or funding is not yet available to allow this aspect to be started; or it is planned for a different part of the academic year/projected timeline of the school development plan.
Amber	<b>Amber</b> indicates that the aspect of the school development plan has been started and is currently being delivered throughout the appropriate area of the school. During this stage, it will be continually monitored and the progress measured.
Green	<b>Green</b> indicates that this aspect of the school development plan has been successfully implemented and the success criteria has been met. Continued monitoring of this aspect will ensure the sustained development and impact that this is having on the quality of education a child receives within the school and will be adopted into the maintenance plan or a specific member of staff's responsibility as appropriate.

**Priority 1: To ensure the intent and implementation of our curriculum is sharply focussed on addressing the teaching and learning gaps created by the school closure period as a result of the COVID-19 pandemic by supporting pupil wellbeing, developing aspiration, creating memorable learning experiences and embedding an online learning approach to teaching and learning .**

- Ensure assessments establish learning lost or rusty and disused to inform interventions, planning and identify GAPS
- Ensure planned coverage of the curriculum is accurately plugging GAPS in pupil knowledge
- Ensure CPD enabled teachers to support online learning
- Ensure parents have what they need to support home learning
- Ensure children’s emotional wellbeing supports their ability to thrive at school
- Ensure PSHE curriculum accurately supports pupils to understand and rationale the school closure period
- Ensure the intent of the curriculum is diverse, broad and balanced and is well embedded across the school

Rationale:

Objective	Success Criteria/Actions	Lead Person(s)	Start Date	Resources/CPD	Monitoring	RAG
• Ensure assessments establish learning lost or rusty and disused to inform interventions, planning and identify GAPS	Assessment for R/W/M/Spag will be carried out.	LHT/ HoS /HoSt SLT	Autumn 20	A&C	SDP SEF GB SIA	
• Ensure planned coverage of the curriculum is accurately plugging GAPS in pupil knowledge	From a review of the Summer Term, Subject leaders will have mapped out the curriculum content for the year.	LHT/ HoS /HoSt SLT SL	Autumn 20	A&C	SDP SEF GB SIA	
• Ensure CPD enabled teachers to support online learning	Online learning policy will be in place. Teachers will be trained in the use of Google Classrooms.	LHT/ HoS /HoSt SLT	Autumn 20	PPC A&C	SDP SEF GB SIA	
• Ensure parents have what they need to support home learning	Parent Workshops across the curriculum will be delivered by Subject Leaders throughout the year.  Partnership Teaching and learning website will be set up.	LHT/ HoS /HoSt SLT/SL	Autumn 20	PPC A&C	SDP SEF GB SIA	

	<p>Digital learning platforms to support the teaching and learning of reading, phonics and homework will be in place.</p> <p>Routines for the delivery of teaching and learning for bubbles closures will be in place and match the standard of onsite delivery (google classrooms).</p>					
<ul style="list-style-type: none"> <li>• Ensure children's emotional wellbeing supports their ability to thrive at school</li> </ul>	<p>Leuven scale assessments will inform approaches to support pupil wellbeing.</p>	<p>LHT/ HoS /HoSt</p> <p>SLT</p>	<p>Autumn 20</p>	<p>A&amp;C</p> <p>PPC</p>	<p>SDP</p> <p>SEF</p> <p>GB</p> <p>SIA</p>	
<ul style="list-style-type: none"> <li>• Ensure PSHE curriculum accurately supports pupils to understand and rationale the school closure period</li> </ul>	<p>PSHE curriculum will be reviewed with the intent focussed on the experience of the Summer Term.</p>	<p>LHT/ HoS /HoSt</p> <p>SLT/ SL</p>	<p>Autumn 20</p>	<p>A&amp;C</p> <p>PPC</p>	<p>SDP</p> <p>SEF</p> <p>GB</p> <p>SIA</p>	
<ul style="list-style-type: none"> <li>• Ensure the intent of the curriculum is diverse, broad and balanced and is well embedded across the school</li> </ul>	<p>Standards across the curriculum will be consistent.</p> <p>School drivers will be planned for in Medium Term plans.</p> <p>Representation across the curriculum across the year will be evident in pupil books and learning environment.</p>	<p>LHT/ HoS /HoSt</p> <p>SLT/ SL</p>	<p>Autumn 20</p>	<p>A&amp;C</p> <p>PPC</p>	<p>SDP</p> <p>SEF</p> <p>GB</p> <p>SIA</p>	

**Priority 2: To ensure the intent of our catch-up strategy is sharply focussed on Reading and the development of reading skills to enable access to the wider curriculum. Including a focussed approach to closing the vocabulary gap.**

- Embed a process to the teaching of reading through guided reading lessons, (text meaning/word finders, retrieval, inference, layout/text features, opinion)
- Embed an approach to the teaching of vocabulary across the curriculum to tackle capital cultural GAPS, informed by the Alex Quigley word list
- Ensure all staff have received phonics training and a program of support is in place for staff new to phonics
- Ensure that phonic prompts/ displays are present throughout the key stages so that pupils in Ks2 apply to spelling
- Ensure the cross curricular application of phonics is cross referenced with emphasis on vocabulary
- Ensure that Phonics groups in Kst1 are implemented and resourced with outcomes tracked and monitored
- Ensure that Y1 outcomes in phonics screening remain above national average

Rationale:

Objective	Success Criteria/Actions	Lead Person(s)	Start Date	Committee Responsible	Monitoring	RAG
<ul style="list-style-type: none"> <li>• Embed a process to the teaching of reading through guided reading lessons, (text meaning/word finders, retrieval, inference, layout/text features, opinion).</li> </ul>	<p>Approaches to the whole class teaching of reading will be on a weekly cycle and consistent across the school.</p> <p>End of year outcomes in reading will be in line with National and above</p>	LHT/ HoS /HoSt  SLT	Autumn 20	A&C	SDP SEF GB SIA	
<ul style="list-style-type: none"> <li>• Embed an approach to the teaching of vocabulary across the curriculum to tackle capital cultural GAPS, informed by the Alex Quigley word list.</li> </ul>	<p>Outcomes of vocabulary teaching will be evident in all pupil books</p> <p>Vocabulary lists will be mapped out across the curriculum</p> <p>Teachers will be trained in the teaching of vocabulary</p>	LHT/ HoS /HoSt  SLT	Autumn 20	A&C	SDP SEF GB SIA	
<ul style="list-style-type: none"> <li>• Ensure all staff have received phonics training and a program of support is in place for staff new to phonics.</li> </ul>	Phonics groups are established and sessions are delivered as per requirements of scheme	SLT SMT AHT Ks1	Autumn 20	PPC		

<ul style="list-style-type: none"> <li>• Ensure that phonic prompts/ displays are present throughout the key stages so that pupils in Ks2 apply to spelling.</li> </ul>	Each class has a phonics chart present and pupils in KS2 are observed to apply their phonics skills to their spellings	SLT SMT AHT Ks1 Ks1 PL	Autumn 20	A&C		
<ul style="list-style-type: none"> <li>• Ensure the cross curricular application of phonics is cross referenced with emphasis on vocabulary.</li> </ul>	Pupils evidence application of phonics in foundation subjects	SLT SMT AHT Ks1 Ks1 PL	Autumn 20	A&C		
<ul style="list-style-type: none"> <li>• Ensure that Phonics groups in Kst1 are implemented and resourced with outcomes tracked and monitored.</li> </ul>	Letters and sounds are used across the phase. Where appropriate, training needs are identified	SLT SMT AHT Ks1 Ks1 PL	Autumn 20	A&C		
<ul style="list-style-type: none"> <li>• Ensure that Y1 outcomes in phonics screening remain above national average.</li> </ul>	Year 1 outcomes in Phonics screening are above the national average	SLT SMT AHT Ks1 Ks1 PL	Autumn 20	A&C		

**Priority 3: To raise pupil attainment and accelerated progress for the most vulnerable learners and to ensure that progress of key groups is in line with or above Lambeth and national standards.**

- Ensure pupils' attainment exceeds national averages in reading, writing, SPaG and maths.
- Ensure the differing needs of the different groups of learners are accounted for in lessons and planning.
- Greater ownership of data supported by the school systems e.g. Classroom monitor
- Embedding a range of effective teaching strategies to ensure high quality pupil outcomes
- Ensure intervention target are SMART and reviewed on a 3 weekly cycle

Rationale:

Objective	Success Criteria/Actions	Lead Person(s)	Start Date	Committee Responsible	Monitoring	RAG
<ul style="list-style-type: none"> <li>• Ensure pupils' attainment exceeds national averages in reading, writing, SPaG and maths.</li> </ul>	Pupil outcomes at the end of keys stage 2 exceed national average in core subjects	HoS /HoSt SLT	Autumn 20	A&C	SDP SEF GB SIA	
<ul style="list-style-type: none"> <li>• Ensure the differing needs of the different groups of learners are accounted for in lessons and planning.</li> </ul>	Planning and activities differentiated to target the needs of key groups. These needs are visibly addressed as evidenced in pupil outcomes	HoS /HoSt SLT	Autumn 20	A&C	SDP SEF GB SIA	
<ul style="list-style-type: none"> <li>• Greater ownership of data supported by the school systems e.g. Classroom monitor</li> </ul>	Classroom Monitor is extended beyond the early years and teachers use analysis of existing data to determine pupils targets  Regular review of pupil outcomes will inform teacher assessments, timely intervention and planning	HoS /HoSt SLT	Autumn 20	A&C	SDP SEF GB SIA	
<ul style="list-style-type: none"> <li>• Embedding a range of effective teaching strategies to ensure high quality pupil outcomes</li> </ul>	Lessons throughout the school are judged to be good or outstanding through observations. Monitoring shows that pupil outcomes are good/outstanding	HoS / HoSt SLT/ MT	Autumn 20	A&C	SDP SEF GB SIA	
<ul style="list-style-type: none"> <li>• Ensure intervention target are SMART and reviewed on a 3 weekly cycle</li> </ul>	Children identified for intervention groups will evolve every 3 weeks Ineffective interventions will be evaluated and changed	HoS /HoSt SLT	Autumn 20	A&C	SDP SEF GB SIA	

**Priority 4: To strengthen the capacity and effectiveness of leadership and management across the school with a sharp focus on the development of middle leadership.**

- Securing continuous improvement through CPD for AHT, Phase Leaders & Curriculum Coordinators and rigorous induction process for new members of staff and ongoing CPD for existing staff members
- For SLT to embed a learning centred culture and develop distributed leadership.
- Continue to support the leadership development of new and middle leaders through a programme of training in observational skills, feedback and monitoring of pupil progress
- To deepen and embed managerial links with partnership schools to strengthen practice and increase capacity
- The GB actively contributes to school improvement through the effective use of monitoring, evaluation and challenge particularly in relation to pupil progress

**Rationale:**

Objective	Success Criteria/Actions	Lead Person(s)	Start Date	Committee Responsible	Monitoring	RAG
<ul style="list-style-type: none"> <li>• Securing continuous improvement through CPD for AHT, Phase Leaders &amp; Curriculum Coordinators and rigorous induction process for new members of staff and ongoing CPD for existing staff members</li> </ul>	A cycle of training and induction is monitored and implemented to ensure the CPD and developmental needs of all practitioners are met	LHT/ HoS /HoSt SLT	Autumn 20	A&C PPC	SDP SEF GB SIA	
<ul style="list-style-type: none"> <li>• For SLT to embed a learning centred culture and develop distributed leadership.</li> </ul>	Roles and responsibilities are redistributed amongst leaders at all levels. Leaders work in groups to support peers and exchange expertise	LHT/ HoS /HoSt SLT	Autumn 20	PPC	SDP SEF GB SIA	
<ul style="list-style-type: none"> <li>• Continue to support the leadership development of new and middle leaders through a programme of training in observational skills, feedback and monitoring of pupil progress</li> </ul>	Leaders have undergone a program of induction and training specific to the needs of their roles. Impact of training is evidenced through their performance	LHT/ HoS /HoSt SLT	Autumn 20	PPC	SDP SEF GB SIA	



<ul style="list-style-type: none"> <li>To establish managerial links with partnership schools to strengthen practice and increase capacity</li> </ul>	<p>Subject leader cluster teams are established and meet half termly to collaborate on priorities</p> <p>Subject Leader will have opportunities to review outcomes across the partnership schools</p> <p>Middle Leadership appointments across the curriculum</p>	<p>LHT/ HoS /HoSt</p> <p>SLT</p>	<p>Autumn 20</p>	<p>FGB</p>	<p>SDP</p> <p>SEF</p> <p>GB</p> <p>SIA</p>	
<ul style="list-style-type: none"> <li>The GB actively contributes to school improvement through the effective use of monitoring, evaluation and challenge particularly in relation to pupil progress</li> </ul>	<p>Governor committees meet half termly to scrutinise school leaders and help shape strategic course.</p>	<p>LHT/ HoS /HoSt</p> <p>SLT</p>	<p>Autumn 20</p>	<p>A&amp;C</p>	<p>SDP</p> <p>SEF</p> <p>GB</p> <p>SIA</p>	

**Priority 5: To secure the overall quality of teaching as outstanding.**

- Secure 30% of triangulated quality of teaching outcomes as outstanding with none judged less than good
- Ensure pupil outcomes in books are high
- Ensure learning environments model high quality outcomes for children and the topic curriculum is evident across the climate of the school
- End of year pupil outcomes will be in line with National and better

Rationale:

Objective	Success Criteria/Actions	Lead Person(s)	Start Date	Resources/CPD	Monitoring	RAG
• Secure 30% of triangulated quality of teaching outcomes as outstanding with none judged less than good	Termly lesson observations will see an improving picture across the year.  INSET will have notable impact.	SLT SMT SL	Autumn 20	A&C	SDP SEF GB SIA	
• Ensure pupil outcomes in books are high across the school	Book scan outcomes will be judged as good and better across the school.	SLT SMT SL	Autumn 20	A&C	SDP SEF GB SIA	
• Ensure learning environments model high quality outcomes for children and the topic curriculum is evident across the climate of the school	Environment audit outcomes will be judged as good and better across the school.  Topics will be easily identifiable in learning walks.	SLT SMT SL	Autumn 20	A&C	SDP SEF GB SIA	
• End of year pupil outcomes will be in line with National and better	Termly learning reviews will show improving pupil outcomes across the year.	SLT SMT SL	Autumn 20	A&C	SDP SEF GB SIA	