

Honeybourne Primary Academy School Development Plan 2021/2022

Summary of Previous Outcomes and Targets

EYFS	School 2021	National 2019	Target 2022
GLD	62%	72%	78%

KS1	School 2021	National 2019	Target 2022
Phonics Y1	62%	82%	82%
Phonics end of Y2	78%	78% (Aut 2020)	70%

KS1	Reading	Writing	Mathematics	RWM Combined
School July 2021	89%	83%	78%	67%
Nat July 219	75%	69%	76%	65%
Target 2022	65%	65%	75%	65%

KS2	Reading	Writing	Mathematics	GPS	RWM Combined
School Progress July 2021	N/A	N/A	N/A		
School Attainment July 2021	79%	71%	75%		67%
Nat July 2019	73%	78%	79%		65%
Target 2022	60%	60%	60%	60%	60%

Priority 1: Raising attainment and accelerating progress

Objectives	Success criteria	Specific Actions	Monitoring	Evaluation	Impact
<p>Increase the number of pupils in every year group that meet age related expectations in English and Mathematics</p> <p>Ensure that all pupils make at least expected progress from starting points/end of previous key stage, with an increased % of pupils making accelerated progress.</p>	<p>See data targets above</p> <p>GD targets. Y2 – R 30%, W 15%, M 22% Y6 – R 20%, W 15%, M 25%</p> <p>At least 80% of pupils make expected progress from previous key stage starting points.</p> <p>At least 20% of pupils make accelerated progress from previous key stage starting points.</p> <p>100% of teaching in all English and mathematics lessons is judged to be at least good by April 2021.</p>	<ul style="list-style-type: none"> Pupil progress meetings each term identify % of children at ARE/GD and those who need to make accelerated progress to reach targets. (Ongoing, termly) Interventions are put in place for those children who are at risk of not reaching their targets. These are monitored and evaluated regularly to identify impact. (Ongoing, reviewed at least every half-term) Additional support to be prioritised for Y4 and Y6 where data is lowest. Catch-up funding and PPG to be used. (Oct 21) Agree and implement a new English curriculum and associated pedagogy. Monitor and evaluate the impact of the intent and implementation. (Implementation by January 22) Engage parents through workshops and initiatives, with a priority on increasing 	<p>Pupil Voice</p> <p>Pupil Progress</p> <p>Book Looks</p> <p>Lesson Visits</p> <p>External Reviews</p> <p>SIP NoV</p> <p>Assessment Data</p>	<p>Where outcomes are below national, is there clear evidence teachers are taking steps to secure accelerated progress?</p> <p>Does data show an improving trend?</p> <p>Do moderation processes evidence accurate assessments in place?</p> <p>Are the agreed teaching sequences securing good levels of progress?</p>	

	<p>All teachers have high expectations of what pupils can achieve.</p> <p>All teachers set work that is accurately matched to children's abilities.</p> <p>The most-able are consistently challenged.</p> <p>All adults use accurate assessment data to inform and adapt their planning to match the needs of different pupils.</p>	<p>children's reading at home. (Oct 21 then ongoing)</p> <ul style="list-style-type: none"> • Agree an approach to assessment for learning to ensure that the pitch of learning is accurate and that the needs of individual children are well met. (Nov 21) 		<p>Are areas for development in teaching being addressed effectively?</p>	
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Priority 2: Improve Quality of Education

Objectives	Success criteria	Specific Actions	Monitoring	Evaluation	Impact
<p>Ensure that all children access a consistent 'great teaching' offer.</p>	<p>100% of teaching in all English and mathematics lessons is judged to be at least good by April 2021.</p> <p>All teachers have high expectations of what pupils can achieve.</p>	<ul style="list-style-type: none"> • Monitoring and evaluation schedule to be implemented with planned activities for improving the quality of teaching. (Sept 21) • Pupil voice to be used to monitor and evaluate the impact of strategies in place to deliver a robust curriculum offer. (Ongoing) • Coaching and mentoring programme to be implemented with effective strategies shared 	<p>Pupil Voice Pupil Progress Book Looks Lesson Visits External Reviews SIP NoV Assessment Data</p>	<p>Are leaders and teachers engaging in coaching and mentoring? Can they show impact from actions taken?</p> <p>Are teachers and leaders using assessment to</p>	

	<p>All teachers set work that is accurately matched to children's abilities.</p> <p>The most-able are consistently challenged.</p> <p>All adults use accurate assessment data to inform and adapt their planning to match the needs of different pupils.</p>	<p>and clear areas for development agreed. (Oct 21)</p> <ul style="list-style-type: none"> Develop agreed principles of 'great teaching' (In place by July 22 for full launch in September 22) 		<p>identify gaps and plan effectively?</p> <p>Are teachers engaging with pupil progress meetings and able to evidence actions and impact taken? Can teachers articulate the next steps needed to close the gaps?</p> <p>Are the agreed teaching sequences securing good levels of progress?</p> <p>Are areas for development in teaching being addressed effectively?</p>	
<p>Further develop feedback and assessment.</p>	<p>Formative assessment processes are used skilfully to ensure all children are making at least good progress</p> <p>Robust moderation process in place (school/external processes show that teachers are</p>	<ul style="list-style-type: none"> Feedback principles and policy agreed and implemented. (April 22) Assessment timetable is in place, showing what tests will be used and when they will be delivered. (Oct 21) Establish and implement a pupil progress cycle with an agreed format/expectations. Ensure moderation is built into the monitoring and evaluation schedule. (Sept 21) 	<p>Pupil Voice Pupil Progress Book Looks Lesson Visits External Reviews SIP NoV Assessment Data</p>	<p>Are teachers and leaders using assessment to identify gaps and plan effectively?</p> <p>Are teachers and leaders engaging in moderation, making accurate judgements and clearly planning next steps to</p>	

	<p>making accurate judgements on progress and attainment)</p> <p>Summative assessments are used to inform ongoing provision and adaptations to the curriculum offer</p> <p>Summative assessments are carried out in line with school expectations</p> <p>Regular pupil progress meetings are held to scrutinise data and inform interventions and catch up programmes (including effect use of PP/catch-up funding)</p>	<ul style="list-style-type: none"> • Provide CPD to support effective assessment and monitor the impact of this in regular lesson visits, book sampling/pupil voice. (Nov 21) • Use 'deep dives' to evaluate assessment and feedback. (Spr 22) • Staff to use QLAs to identify gaps in individual and cohorts knowledge. (Spr 22 then ongoing) • Leaders to scrutinise summative assessments to check validity and inform school improvement activities (Spr 22 then ongoing) 		<p>ensure targets are achieved?</p> <p>Are teachers carrying out summative assessment in line with the Trust timetable and following agreed expectations?</p> <p>Are teachers and leaders robustly scrutinising the data to inform future next steps?</p> <p>Are teachers engaging with pupil progress meetings and able to evidence actions and impact taken? Can teachers articulate the next steps needed to close the gaps?</p>	
<p>Further develop EYFS provision in line with new statutory requirements.</p>	<p>GLD target – 78%</p> <p>All teachers have high expectations of what pupils can achieve.</p> <p>All teachers set work that is</p>	<ul style="list-style-type: none"> • Monitoring and checking assessments through robust pupil progress systems and moderation. (ongoing) • Implement the new EYFS framework. (Sept 21) • Development of an EYFS curriculum that meets the needs 	<p>Pupil Voice Pupil Progress Book Looks Lesson Visits External Reviews SIP NoV Assessment Data</p>	<p>Are the agreed teaching sequences securing good levels of progress?</p> <p>Are areas for development in</p>	

	<p>accurately matched to children's abilities.</p> <p>The most-able are consistently challenged.</p> <p>All adults use accurate assessment data to inform and adapt their planning to match the needs of different pupils.</p> <p>Provision is compliant with statutory guidance and expectations for EYFS.</p>	<p>of the children and progressive into KS1. (In place by July 22)</p> <ul style="list-style-type: none"> • Further develop strong parental relationships through workshops and school-based events. (Ongoing) • Introduce and implement catch up programme such as Neli/WELLCOMM to close the gaps. (Sept 21) • Create links with EYFS settings to share effective provision/curriculum and provide moderation. (Aut 21) • External review of provision to ensure compliance with statutory regulations and to review effectiveness of offer in place. (Summer 22) 		<p>teaching being addressed effectively?</p> <p>Are leaders and teachers engaging in coaching and mentoring? Can they show impact from actions taken?</p> <p>Can teachers articulate the next steps needed to close the gaps?</p>	
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Priority 3: Improve Leadership and Management

Objectives	Success criteria	Specific Actions	Monitoring	Evaluation	Impact
<p>Further develop leadership at all levels to show a clear impact on improving outcomes and raising standards.</p>	<p>All leaders are able to evidence the impact they have on improving outcomes and quality of teaching.</p> <p>Leaders are fully involved in monitoring and evaluating standards for their subjects/areas of responsibility.</p>	<ul style="list-style-type: none"> • New HT to be inducted by Trustees, including governance arrangements and HTPM target setting. (Aut 21) • Middle and Senior Leaders to engage in coaching programme with HT. (Ongoing, ½ termly) • Governance structure is developed to ensure compliance with EFSA and DfE guidance. (Aut 21) • Establish Improvement Board to scrutinise, monitor and 	<p>Pupil Voice Pupil Progress Book Looks Lesson Visits External Reviews SIP NoV Assessment Data</p>	<p>Can leaders articulate strengths and areas for development? Can they provide evidence to support judgements made?</p> <p>Are those responsible for governance able to articulate</p>	

	<p>There is a coaching and mentoring programme in place with all teaching staff having identified areas for development and support in place to meet these.</p> <p>All leaders have ½ termly coaching session with HT. Impact of actions evident.</p> <p>Governance structure (Members & Trustees) is compliant with the Academies Handbook requirements.</p> <p>Newly appointed HT is inducted and able to show impact of leadership.</p>	<p>evaluate school performance. (Aut 21)</p> <ul style="list-style-type: none"> • Involve leaders in M&E schedule, developing provision and identifying areas of strength and further development. (Ongoing) • Leaders to submit termly reports, showing impact of actions taken. (Ongoing, termly). • Identify professional development opportunities for leaders to further develop subject knowledge and domain specific leadership knowledge. (Ongoing) • Establish links with local schools and/or MATs to share effective strategies and identify areas for collaboration. (Ongoing) 		<p>strengths and areas for development?</p> <p>Does the M&E schedule focus on precise developmental needs? Does data show the impact from actions taken?</p> <p>Are leaders able to evidence the impact of professional development undertaken? Does this reflect value for money?</p> <p>Is the school using partnerships with other settings to improve outcomes and experiences for children? Does pupil voice reflect the improvements that are taking place?</p>	
<p>Further develop the curriculum to ensure there is a clear rationale and that</p>	<p>Children are making at least expected progress in all subjects</p> <p>The curriculum offer is Ofsted compliant</p>	<ul style="list-style-type: none"> • Develop and implement a progressive sequenced curriculum. (Fully in place by July 22) • Develop and write rationales for each subject. (Fully in place by July 22) 	<p>Pupil Voice Pupil Progress Book Looks Lesson Visits External Reviews SIP NoV Assessment Data</p>	<p>Are all children making progress in subjects? Where there is a weaker group/cohort, what has been</p>	

<p>progressive sequences of learning are in place.</p>	<p>and meets the school's expectations</p> <p>Pupils and staff can articulate the curriculum intent. This is evidenced in lessons and books.</p> <p>Each subject has a clear rationale, agreed sequence and content that meets the needs of the pupils.</p> <p>Systems in place to assess the agreed impact of the curriculum</p>	<ul style="list-style-type: none"> • Create explicit and planned opportunities for interleaving across the curriculum. (Fully in place by July 22) • Use 'deep dive' methodology to monitor and evaluate the curriculum, alongside more regular monitoring including learning walks and book sampling. (Aut 21) • Develop and implement assessment process for all subjects. (in place by Jan 22) • Provide ongoing PD to ensure all staff have the subject knowledge and skills required to deliver the curriculum. (Ongoing) • Review and adapt the curriculum to continually meet the needs of the pupils. (ongoing) • Upload the curriculum offer to the school website. (Ongoing during development - fully compliant by July 22) • Ensure the learning environments show consistency across the school. (Ongoing) 	<p>Curriculum maps Curriculum rationale statements Website</p>	<p>actioned to address the gaps?</p> <p>Can ALL staff and pupils articulate the intent and chosen pedagogies for the curriculum and individual subjects?</p> <p>Do systems allow leaders to assess the impact of the quality of teaching and learning?</p> <p>Does the website indicate that the school is fully compliant with Ofsted expectations?</p>	
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Priority 4: Behaviour , Attitudes & Personal Development

Objectives	Success criteria	Specific Actions	Monitoring	Evaluation	Impact
<p>Further develop support for vulnerable children to ensure their wellbeing, developmental and learning</p>	<p>There are precise plans in place to provide additional support for those in need.</p> <p>External agencies are deployed to provide expert</p>	<ul style="list-style-type: none"> • Initial Trauma Informed Schools training delivered for all staff. (Sept 21) • Establish a pastoral team to provide support for children in need. (Aut 21) • Monitor attendance to ensure that vulnerable children are attending school, are safe and 	<p>Pupil voice Safeguarding and pastoral records. Attendance data. CSB meeting minutes</p>	<p>Is there specific and purposeful professional development planned for all staff?</p> <p>Can staff identify specific concerns</p>	

<p>needs are consistently met.</p>	<p>support/advice where required.</p> <p>Attendance of vulnerable children improves as a result of the support provided.</p> <p>Staff are trained on supporting children with trauma.</p> <p>A Children's Safeguarding Board is established.</p>	<p>well. Work with external agencies where attendance becomes a cause for concern. (Ongoing)</p> <ul style="list-style-type: none"> Establish a Children's Safeguarding Board. This group will meet with senior leaders and represent children in discussions around keeping children safe and happy at school. (Aut 21) 		<p>and how to address these?</p> <p>Does pupil voice show children are well supported and can they identify adults who can help them?</p>	
<p>To engage with the Unicef Rights and Respecting School Award</p>	<p>Silver Award for RRSA will be achieved</p> <p>Pupils will develop mutual respect and tolerance</p> <p>Pupils' rights will be embedded across the school and through the curriculum</p>	<ul style="list-style-type: none"> Establish a RRSA Lead (Spring 22) Introduce the RRSA award to the community (Spring 22) Create a RRSA action plan to support the achievement of the award (Spring 22) Subject leaders to consider the UNICEF rights when evaluating or creating their curriculum area (Spring 22) Unicef rights will be embedded into assemblies (Spring 22) Create a RRSA page on the school website (Spring 22) Create a pupil team to support the implementation (Spring 22) Apply for and achieve Silver Award (Summer 22) Establish additional pupil groups to run alongside School Council 	<p>Pupil voice Assemblies Website Displays Curriculum maps Staff voice</p>	<p>Is there a clear action plan that is consistently reviewed and evaluated by leaders and staff?</p> <p>Are there opportunities demonstrated where the RRSA is beginning to become embedded?</p> <p>Are pupils able to articulate the impact of RRSA and their right as a child?</p>	

		and Eco Council, including Children's Safeguarding Board, Arts Ambassadors and Sports Ambassadors. (Autumn 21)			
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