



New City School Development Plan – 2021/2022

Whole School Priorities:

The school has undertaken a thorough Self Evaluation and as a result of this we have identified 4 key priorities to raise attainment further.

A. TO MAINTAIN EXCEPTIONAL PROVISION ACROSS ALL YEAR GROUPS

- **A.1. Curriculum design** is the blueprint to ensuring all learning is entrenched with a moral and ethical vision and purpose. Learning is sequenced logically and progressively from EYFS to end of KS2. Each subject area is written so that **teaching builds on previous learning**. Skills and knowledge are **repeated and rehearsed** - a **progression** model curriculum ensuring knowledge and skills **build** and enter into **long term memory** through **automaticity**.
- **A.2.** All **Leaders speak the narrative** of each curriculum area and can explain how and why the curriculum is sequenced, **vocabulary enriched** and reviewed for **impact** in order to meet the needs of the pupils.
- **A.3.** CPD builds and secures teachers' subject leaders' knowledge to sustain **Quality First Teaching** to ensure **high standards** in **progression** in learning for all pupils and **gaps** in learning from lockdown are **diminished**.

B. TO MAINTAIN THE LOVE OF READING TO ENSURE ALL PUPILS ACCESS THE FULL CURRICULUM OFFER

- **B.1.** Continue to promote and sustain our whole school **ethos** of **reading for pleasure** Vs reading for instruction
- **B.2.** The Head teacher and senior leaders understand the importance of encouraging **oracy**, the teaching of **phonics** and **reading** on standards across all subjects.
- **B.3.** Staff are trained well, through carefully planned Inset, so that they can use **effective strategies** to promote the teaching of phonics and reading and identify where **gaps** need to be **diminished**.

C. TO BALANCE STAFF WORKLOAD AND PROMOTE STAFF WELL-BEING

- **C.1.** Maintain **leadership and management at all levels** through ongoing support of **leadership skills** and competency to engage in strategic analysis.
- **C.2.** Sustain the cycle of **mentoring and coaching** across the school to support leadership development for all.
- **C.3.** Continue to maintain the **ethos of working together** through **shared practice** and managing workload.

D. TO SAFEGUARD PUPIL WELL-BEING TO ENSURE THEY CAN ACCESS THE FULL CURRICULUM

- **D.1.** Maintain further **learning opportunities** and **experiences beyond the classroom** through an enhanced extra-curricular provision.
- **D.2.** Children have an **inclusive learning provision** that has a **positive impact** on overall **academic** and **holistic progress**

- **D.3.** SMSC, British Values and PSHE, including Relationships Education are embedded across the curriculum and all children are enabled to become **confident, resilient** and **independent learners**

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A. TO MAINTAIN EXCEPTIONAL PROVISION ACROSS ALL YEAR GROUPS						
Key Performance Objectives	Actions	Led by	Time	Evaluation Autumn Term	Evaluation Spring Term	Evaluation Summer Term
<ul style="list-style-type: none"> • A.1. Curriculum design is the blueprint to ensuring all learning is entrenched with a moral and ethical vision and purpose. Learning is sequenced logically and progressively from EYFS to end of KS2. Each subject area is written so that teaching builds on previous learning. Skills and knowledge are repeated and rehearsed - a progression model curriculum ensuring knowledge and skills build and enter into long term memory through automaticity. 	<ul style="list-style-type: none"> • Maintain a cycle of training and all subjects being monitored rigorously and robustly to ensure a broad and balanced exceptional curriculum continues to be delivered and sustained through consistency, coherence, progression and variation. 	CS MB, RA, SD	Weekly			
	<ul style="list-style-type: none"> • Curriculum design continues to embed cultural capital, skills, knowledge and moral purpose to enable all children to achieve and succeed in becoming confident, curious and resilient independent learners. 	CS MB, RA, SD	Fortnightly			
	<ul style="list-style-type: none"> • Children are able to know and remember more through rehearsal of key knowledge, skills and facts within the curriculum design and apply them to future learning in a variety of contexts. 	CS MB, RA, SD	Termly			
	<ul style="list-style-type: none"> • Curriculum design identifies the composite goals across each unit of work to ensure children and teachers are able to articulate the learning journey 	CS MB, RA, SD	Weekly			
	<ul style="list-style-type: none"> • Lessons and planning continue to be systematically monitored internally and externally carefully through a process of monitoring and review which includes planning and book scrutiny, lesson visits, professional staff dialogue and most importantly discussions with children about their learning. 	CS MB, RA, SD	Weekly			
<ul style="list-style-type: none"> • A.2. All Leaders speak the narrative of each curriculum area and can explain how and why the curriculum is sequenced, vocabulary enriched 	<ul style="list-style-type: none"> • All subject leaders to continue to maintain the embedded cycle of monitoring, evaluation and review of impact within their given curriculum area, reporting upon on a termly basis. Leads are kept up to speed with the latest research from DFE, Ofsted EEF and credible institution initiatives (e.g. IOE, CLPE) through 	CS	Termly			

<p>and reviewed for impact in order to meet the needs of the pupils.</p>	<p>network meetings with subject leaders from the MAT and additional CPD opportunities. Ensure these are shared with staff as appropriate.</p> <ul style="list-style-type: none"> • Cyclical planning, flip/slide monitoring and book audits focus on long term learning and identify good practice to be shared with all staff. • Through sustained training, subject leads can share, monitor and review oracy and talk for writing opportunities where technical vocabulary can be shared, practiced and applied contextually in order to promote articulate learners and impact on progress. 	<p>CS</p> <p>MB</p>	<p>Weekly</p> <p>Half-termly</p>			
<ul style="list-style-type: none"> • A.3. CPD builds and secures teachers' subject leaders knowledge to sustain Quality First Teaching to ensure high standards in progression in learning for all pupils and gaps in learning from the lockdown are diminished. 	<ul style="list-style-type: none"> • Sustain Quality First Teaching through training, subject knowledge review, shared pedagogical theory and practice, curriculum planning, monitoring, evaluation and performance management. This includes peer to peer support in the classroom and beyond. • Maintain tailored training opportunities for staff both internally and externally ensuring professional development links to performance management targets. This includes sharing effective practice across the school through identification, coaching and mentoring particularly for Early Career Framework trainees and teachers e.g. ECTs • Along with an outlined program of staff training for the year, the Teaching and Learning Policy continues to support staff as a working document and is updated (when appropriate) in line with effective and shared research and practice proven to impact on pupil progress and support with closing significant identified gaps in learning. 	<p>RA</p> <p>CS</p> <p>MB</p>	<p>Half-termly, weekly, fortnightly</p> <p>Half-termly</p> <p>Annually</p>			

B. To maintain the love of reading to ensure all pupils access the full curriculum offer.

Key Performance Objectives	Actions	Led by	Time	Evaluation Autumn Term	Evaluation Spring Term	Evaluation Summer Term
<ul style="list-style-type: none"> • B.1. Continue to promote and sustain our whole school ethos of reading for pleasure Vs reading for instruction 	<ul style="list-style-type: none"> • Maintain whole school ethos of reading for pleasure and embed as a culture within the school through 'training, doing and reviewing' (based on 'The Power of Reading for Pleasure' model – Teresa Cremin) • All staff understand the importance of sharing their love of reading with the children. 	<p>JF</p> <p>JF</p>	<p>Half-termly, fortnightly</p> <p>Half-termly</p> <p>Fortnightly, half-termly</p>			

	<ul style="list-style-type: none"> All children have access to a wide range of home/school reading books that are not only challenging but match their correct reading ability. Continue to enhance reading areas in classrooms and across the school with texts and resources that are appropriate and engaging and are expressed through pupil voice. Ensure there is a balance of fiction and non fiction texts across the school and reading is explicit all all curriculum areas Develop community engagement strategies to enhance reading for pleasure with parents and carers through the school library 	JF JF JF JF	Half-termly Half-termly Half-termly			
<ul style="list-style-type: none"> B.2. The Head teacher and senior leaders understand the importance of encouraging oracy, the teaching of phonics and reading on standards across all subjects. 	<ul style="list-style-type: none"> Maintain an embedded program of phonics and training through clear structure and rigorous progression from Nursery to year 2. The teaching of phonics starts on day 1. An in-house tailored program of phonics training is also available to support staff who are especially new to Y1 and ECTs. Ambitious vocabulary is modelled in context prior to pupils rehearsing and practising vocabulary across the curriculum. Sustained cycle of monitoring and review of standards in reading across the school (shared, guided, home-reading) to ensure impact and exceptional progress. Pupil voice expresses the active role of reading and engagement and how these impacts on learning and engagement in all subjects. 	SD, JF SD, JF SD, JF SD, JF	Half-termly, fortnightly Half-termly, fortnightly Twice half-termly Twice half-termly			
<ul style="list-style-type: none"> B.3. Staff are trained well, through carefully planned Inset, so that they can use effective strategies to promote the teaching of phonics and reading and identify where gaps need to be diminished. 	<ul style="list-style-type: none"> Clear sustained intervention strategies are put in place across the school for those children who fall behind in their phonics learning. Sustained opportunities for training, assessment and review (e.g. PPMs, Data collection, effective feedback, AFL, teaching and learning walks/reviews, pupil surveys, book monitoring) enables information used to identify barriers to learning and identified pupils/groups to be supported effectively through appropriate intervention strategies and as early as possible. The lowest 20% toolkit is embedded in all lessons and ensures that children make rapid and sustained progress Subject leaders continue to maintain the gathering of relevant information to inform the standards in their subjects and share with staff to ensure progression and impact across the whole 	SD, JF MB, RA MB, SD, RA	Half-termly Half-termly, Fortnightly/twice half-termly Weekly Half termly			

	school. This includes ensuring key messages are communicated clearly and support is offered as needed.	MB, RA, SD				
C. To balance staff workload and promote staff well-being.						
Key Performance Objectives	Actions	Led by	Time	Evaluation Autumn Term	Evaluation Spring Term	Evaluation Summer Term
<ul style="list-style-type: none"> C.1. Maintain leadership and management at all levels through ongoing support of leadership skills and competency to engage in strategic analysis. 	<ul style="list-style-type: none"> Sustain coaching and mentoring of subject leaders through network meetings, SLT support and support from the Boleyn Trust and additional credible external providers to ensure subject leaders have the knowledge and skills for their roles. CPD opportunities to be encouraged with potential action research projects to support and enhance current whole school teaching practices considered where appropriate. Maintain governance of the school to ensure that the governors continue to robustly hold the subject leadership to account through training, visits to the school, induction programmes and impact of their role is identified. 	RA CS CS	Half-termlly Half-termlly Half-termlly			
<ul style="list-style-type: none"> C.2. Sustain the cycle of mentoring and coaching across the school to support leadership development for all and ensure Quality First Teaching. 	<ul style="list-style-type: none"> Leaders across the school continue to maintain a support system of team teaching and coaching of staff to ensure Quality First Teaching across all subjects in order to sustain best practice of our extended leadership team (middle leaders) and ensure supported accountability. Continue to provide opportunities for subject leaders to develop their CPD through networking within the Boleyn Trust and various credible institutions Bespoke training arranged for staff where there are gaps in knowledge identified. 	RA CS CS	Half-termlly			
<ul style="list-style-type: none"> C.3. Continue to maintain the ethos of working together through shared practice and managing workload. 	<ul style="list-style-type: none"> Maintain staff meetings to be led by subject leads in an outlined program of staff training for the year. Sustain continual review of teacher workload re. planning, assessment and feedback marking to ensure it is purposeful and not overwhelming. This includes staff surveys to be carried out to identify areas of concern regarding workload and actions to be implemented. 	CS CS CS	Annually Termly Half-termlly			

	<ul style="list-style-type: none"> Maintain identified opportunities to develop partnerships with additional schools and establishments through support, training and cluster work. 					
D. To safeguard pupil well-being to ensure they can access the full curriculum.						
Key Performance Objectives	Actions	Led by	Time	Evaluation Autumn Term	Evaluation Spring Term	Evaluation Summer Term
<ul style="list-style-type: none"> D.1. Maintain further learning opportunities and experiences beyond the classroom through an enhanced extra-curricular provision. 	<ul style="list-style-type: none"> Maintain ensuring curriculum design and planning supports and challenges all pupils to master the curriculum in and outside of the classroom. This includes devising and evaluating subject specific action plans that tie in with the SDP and include partnership links, external visitors and educational visits within the local area and beyond. Sustain curriculum to continue to include strategies to adapt pedagogical approaches to cater for ALL pupils including those that fall within targeted groups such as more able, lowest 20%, PPG, more-able disadvantaged, SEND, EAL Maintain a range of extra curricular clubs that inspire and motivate our learners within different disciplines. Continue to use pupil voice to gauge enjoyment and interests across the curriculum. Maintain high quality texts and resources that have been considered and reviewed by subject leads throughout the year to ensure they are ethical and support social themes at various stages of primary school life as well as being reflective of the local and wider community. Maintain consideration through curriculum design and pupil voice, wider community and global links and how pupils can 'give back' through charitable organisations, community fundraising and raise awareness of lack of educational provision, reading resources, etc. within the local community and across the world. Sustain wrap-around provision through the family centre and continue to promote early help family support through the pastoral team in reaching out to our hard to reach families. 	<p>MB, RA</p> <p>MB, SD, RA, AG</p> <p>AG + WR</p> <p>MB, SD, RA, AG</p> <p>AG + WR</p> <p>AG + WR</p>	<p>Annually, Termly</p> <p>Annually, Half-termly</p> <p>Half-termly</p> <p>Termly</p> <p>Half-termly</p> <p>Half-termly</p>			
<ul style="list-style-type: none"> D.2. Early identification of identified children at risk or in 	<ul style="list-style-type: none"> Embed the robust systems of early identification through Safeguard, punctuality and attendance monitoring to sustain attendance being well above national. Continued attendance 	SD + AG	Half-termly, weekly			

<p>need of intervention support to ensure an inclusive learning provision that has a positive impact on overall academic and holistic progress</p>	<p>and punctuality meetings to take place every week with targeted parents, especially SEND and PPG children.</p> <ul style="list-style-type: none"> • Work alongside the inclusion team and staff to identify and support pupils in need of additional support and maintain targeted interventions and groups in place to support ALL pupils including those that fall within targeted groups such as PPG, more-able disadvantaged, SEND, EAL or pupils with emotional/behavioural needs and/or additional barriers to learning (socio-economic factors). • Through systematic approaches of monitoring, assessment, review and professional dialogue such as PPMs; identified individuals are targeted and supported accordingly (e.g. lowest 20%, PPG, more able disadvantaged, more able). Appropriate interventions are placed for children identified for additional phonics/ reading/ writing/GPS support as needed. • Track and identify groups of pupils who may need further support - especially in Y6 and Y2 End of EYFS, Y1 Phonics and in light of Covid 19. • Continue to promote the family centre using the library as a community hub and facilitate and support reading at home. Family centre to maintain supporting our families in the community through partnership links and our pastoral team. • Continue to identify pupils who have additional barriers to learning and cannot access online learning platforms from home. Continue to explore and develop digital home-learning provision where needed. Additional means to support home-learning and homework to be considered and timely reviewed. 	<p>SD + AG</p> <p>MB, RA</p> <p>MB, RA, SD, AG</p> <p>WR + AG</p> <p>JH</p>	<p>Half-termly, weekly</p> <p>Half-termly</p> <p>Half-termly</p> <p>Half-termly</p> <p>Twice half-termly</p>			
<ul style="list-style-type: none"> • D.3. SMSC, British Values and PSHE, including Relationships Education are embedded across the curriculum and all children are enabled to become confident, resilient and independent learners 	<ul style="list-style-type: none"> • Continue to maintain the teaching of moral values and purpose through the school's 5Cs to ensure this continues to be entrenched within daily school life and beyond. This is reflected and embedded through the school's positive behaviour policy. The behaviour logs are monitored weekly and a report produced to identify positive impact on interventions and any underlying trends. • Continue to ensure through curriculum design including assemblies that social themes and significant events (past, present and future) reflected locally, nationally and globally are taught and discussed in an age appropriate manner with sensitivity and empathy in mind. Make links to British Values, 	<p>SD, MB, RA, AG</p> <p>SD, MB, RA, AG</p>	<p>Half-termly, weekly</p> <p>Half-termly</p>			

	<p>PSHE and SMSC to ensure these are embedded and have an impact on children's choices in the playground, classroom and wider community.</p> <ul style="list-style-type: none">• Maintain pupil voice through workshops, class activities, questionnaires, Peer Mentors, Student Council, Stonewall, DebateMate to ensure children are confident to speak their needs and the important issues that affect them and their learning.	AG + EK	Half-termly			
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