

Overstone Combined School –School Development Plan
September 2020 – July 2021



Key priorities for 2020 - 2021	Key priorities long term for the school
<ul style="list-style-type: none"> • For all staff to consistently follow the behaviour policy, to model and praise good behaviour and address all incidents of poor behaviour • To develop the curriculum to ensure children receive a rich education whilst ensuring effective leadership of all curriculum areas • To support all members of the school with mental health needs and well being • To embed the teaching and learning of phonics • To effectively support disadvantaged pupils and those with special educational needs and/or disabilities to close the gap 	<ul style="list-style-type: none"> • For the school to continue to be ambitious which will result in an outstanding Ofsted judgement • To ensure the school has a strong safeguarding culture embedded so that every child and adult feels safe and happy • To ensure that all children are consistently at or exceeding national expectation, regardless of their starting points • To ensure that all staff have opportunities for professional development in order to consolidate and extend their personal knowledge • For the health and wellbeing of the school community to remain a priority • To ensure resources are well managed within a restricted budget • To make Overstone the school of choice so the school reaches capacity in respect of places • To obtain the PE quality mark • To obtain the travel plan quality award • To consistently develop community links so that the school becomes the vibrant hub of the village • To work in partnership with other local schools to maximise on opportunities available to the school

<u>Priorities</u>	<u>Ofsted Framework</u>
<p><u>Overview target for priority 1</u></p> <p>For all staff to consistently follow the behaviour policy, to model and praise good behaviour and address all incidents of poor behaviour</p>	<p><u>Outstanding practice of nurturing good behaviour – Ofsted School Inspection Handbook – September 2019</u></p> <p>Inspectors will not make a judgement on all the criteria contained in the ‘behaviour and attitudes’ judgement. Nevertheless, they will consider two key factors:</p> <ul style="list-style-type: none"> • whether the school has high expectations for pupils’ behaviour and conduct and applies these expectations consistently and fairly. Inspectors will also consider whether this is reflected in pupils’ positive behaviour and conduct. They will consider whether staff make sure that pupils follow appropriate routines, whether low-level disruption is not tolerated and whether pupils’ behaviour does not disrupt lessons or the day-to-day life of the school • whether leaders, staff and pupils create an environment in which bullying is not tolerated. When harassment, violence, bullying, aggression, discrimination and use of derogatory language occur, inspectors will consider whether they are dealt with quickly, in line with statutory guidance, effectively and are not allowed to spread. <p>The school meets all the criteria for good in behaviour and attitudes securely and consistently. Behaviour and attitudes are exceptional. In addition, the following apply:</p> <ul style="list-style-type: none"> • Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, Page, difference is valued and nurtured, and bullying, harassment and violence are



	<p>never tolerated.</p> <ul style="list-style-type: none"> • Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils. • Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.
<p><u>Overview target for priority 2</u></p> <p>To develop the curriculum to ensure children receive a rich education whilst ensuring effective leadership of all curriculum areas</p>	<p><u>Outstanding practice of an effective curriculum – Ofsted School Inspection Handbook – September 2019</u></p> <ul style="list-style-type: none"> • Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. • The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. • The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. • Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. • Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. • Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. • Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. • Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. • Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. • The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. • Reading is prioritised to allow pupils to access the full curriculum offer • Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and

Overstone Combined School –School Development Plan
September 2020 – July 2021



	<p>vocabulary well.</p> <ul style="list-style-type: none"> • Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. • Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. • Pupils’ work across the curriculum is of good quality. • Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.
<p><u>Overview target for priority 3</u></p> <p>To support all members of the school with mental health needs and well being</p>	<p><u>Outstanding practice of support for all – Ofsted School Inspection Handbook – September 2019</u></p> <ul style="list-style-type: none"> • Pupils’ motivation and positive attitudes to learning as important predictors of attainment. The development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education. • A positive and respectful school culture in which staff know and care about pupils. • An environment in which pupils feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline– are not accepted and are dealt with quickly, consistently and effectively whenever they occur. • Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. • Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. • Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. • The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. • There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. • The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school’s offer. • The way the school goes about developing pupils’ character is exemplary and is worthy of being shared with others. • Staff consistently report high levels of support for well-being issues.

Overstone Combined School –School Development Plan
September 2020 – July 2021



<p><u>Overview target for priority 4</u></p> <p>To embed the teaching and learning of phonics</p>	<p><u>Outstanding practice of phonics teaching and learning – Ofsted School Inspection Handbook – September 2019</u></p> <ul style="list-style-type: none"> • A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. • The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. • Pupils read widely and often, with fluency and comprehension appropriate to their age. • Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. • By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
<p><u>Overview target for priority 5</u></p> <p>To effectively support disadvantaged pupils and those with special educational needs and/or disabilities to close the gap</p>	<p><u>Outstanding practice of support for all – Ofsted School Inspection Handbook – September 2019</u></p> <ul style="list-style-type: none"> • Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. • Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. • Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. • The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. • The EYFS curriculum provides no limits or barriers to the children’s achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. • The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes. • The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs

Overstone Combined School –School Development Plan
September 2020 – July 2021



Priority 1 - For all staff to consistently follow the behaviour policy, to model and praise good behaviour and address all incidents of poor behaviour				
<ol style="list-style-type: none"> 1. For all staff to consistently apply and reinforce the behaviour policy 2. For children to understand the behaviour rules of the school and to know what will happen if they receive a reward or a sanction 3. For all children to enjoy time spent with their peers rather than being worried about how a peer will react to an incident 4. For all staff to enjoy teaching their children rather than disciplining them 				
Outcomes				
<ol style="list-style-type: none"> 1. All staff know how to reward and sanction a child and are consistently applying this knowledge across all age groups 2. Children know the behaviour rules in the school and follow them accordingly 3. For all children to feel happy and safe in learning time and at playtime 4. For staff to achieve better learning outcomes for their children as less time is spent dealing with behavioural concerns 				
Objectives	Specific actions/Implementation arrangements	Timings	Measured by and when	Review – Termly Autumn 2020 Spring 2021 Summer 2021
For all staff to identify positive examples when it comes to children’s behaviour at school	Whole staff discussion with individual and group thoughts All staff encouraged to contribute to be honest and clear about the positive behaviours they see at different times through the day	Inset day – Sept 2020	All staff Revisited by SLT half termly with all staff	
For all staff to identify negative concerns when it comes to children’s behaviour at school	Whole staff discussion with individual and group thoughts All staff encouraged to contribute to be honest and clear about the negative behaviours they see at different times through the day	Inset day – Sept 2020	All staff Revisited by SLT half termly with all staff	
For all staff to identify downfalls in the behaviour policy	Go through the behaviour policy as a whole staff Identify difficult times and locations in the day and decide what can be done to improve these concerns For staff to work together to support each other rather than feeling unsupported	Inset day – Sept 2020	All staff Revisited by SLT half termly with all staff	
To update the school behaviour policy	Take into account all positive examples and negative concerns and amend the behaviour policy accordingly	Completed by end of September 2020	All staff Revisited by SLT half	

Overstone Combined School –School Development Plan
September 2020 – July 2021



	Share the policy in draft form with all staff		termly with all staff	
To share updated behaviour policy with children, governors and parents	Share policy with governors Share policy with parents Put updated policy on school website	Completed by end of September 2020	All staff Revisited by SLT half termly with all staff	
For all staff to take responsibility for their role in dealing with incidents of negative behaviour	The behaviour policy will lay out clear roles and responsibilities to ensure a graduated response to dealing with negative concerns. All staff must be responsible for the part they play when following the policy	Ongoing	All staff Revisited by SLT half termly with all staff	
For all staff to model positive language to children and deal with incidents in a calm manner using restorative language	As a school, we are keen to use Restorative practice when resolving issues with children. Staff need to spend time talking to the child to calm them and then to try to find a resolution to the problem The children will be encouraged to take responsibility for their actions and to make a better choice next time Staff will use the school values (We are kind/We show respect/We try our hardest/We listen) to model language and link each negative concern to those e.g. you have pushed someone over so that's not being kind. How can we do things differently to show you are being kind?	Ongoing	All staff – SLT to monitor	
For all staff to record any incidences of negative behaviour on CPOMS	Any incident relating to behaviour that has needed to be dealt with in line with the behaviour policy needs to be recorded on CPOMS All staff to alert KE and ZB as DSL's in order to build up a picture of children who are struggling with their behaviour	Ongoing	All staff KE and ZB to monitor	
To celebrate examples of good	Good examples of behaviour to be	Ongoing	All staff	

Overstone Combined School –School Development Plan
September 2020 – July 2021



behaviour in class and as a whole school	recorded via: <ul style="list-style-type: none"> • House points • Sharing outside achievements • Weekly certificate for demonstrating the values • 3 C's certificate half termly • Headteacher award termly • Governor award termly • Praise postcards sent home by the adults in school • Headteacher postcard sent home for demonstrating the school values These are shared in celebration assembly each week			
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Priority 2 - To develop the curriculum to ensure children receive a rich education whilst ensuring effective leadership of all curriculum areas

1. To identify the right sort of curriculum for the school
2. To map the objectives within each curriculum area to year groups
3. To ensure there is a progression of skills where areas of work are repeated in year groups
4. To enable the children to drive their learning, thus ensuring curiosity and a desire to question in every lesson
5. For children to enjoy their learning so they make progress and meet the age related standard or beyond

Outcomes

1. A clear intent to the school curriculum is known and practised by all stakeholders
2. For there to be a clear understanding of what areas of the curriculum are allocated to each year group and are then taught accordingly
3. For the progression of skills to be a school wide document that is implemented by all staff
4. For each classroom to offer a safe environment where children are encouraged to question and accept challenge
5. For results to show that children have been challenged in their learning and their desire to learn is then reflected in their achievements

Objectives	Specific actions/Implementation arrangements	Timings	Measured by and when	Review – Termly Autumn 2020 Spring 2021 Summer 2021
To clarify what is meant by the intent of a curriculum	Staff to understand the starting point of a curriculum with intent	First half of autumn term	SLT – End of Autumn term	
To identify what type of	Staff to discuss different types of	First half of autumn term	SLT – End of Autumn	

Overstone Combined School –School Development Plan
September 2020 – July 2021



curriculum is suitable for the school and its appropriateness across all age groups	curriculum and how they can be implemented at Overstone. Staff to agree on the style of curriculum best suited for the school and how we will map that going forward		term	
For all staff to understand the curriculum intent and expectation in their year group	To ensure long term plans are up to date – amend if needed Check all NC objectives are covered in long term plans Staff to familiarise themselves with any new objectives or areas of the foundation curriculum	Autumn term Staff meetings	SLT - Ongoing	
To map the curriculum objectives across the key stages and classes in all subjects	Using the prejudice document as a starting point, staff map the curriculum for their year group ensuring full NC coverage	Autumn term Staff meetings	SLT - Ongoing	
To ensure the progression of skills are age related and above, allowing for children’s development and understanding to be deepened	For curriculum leaders to ensure the mapping of year group objectives follow progressively and children use what they have previously learnt as a building block and not a starting point Staff to compare documentation with feeder classes to ensure expectations are high enough thus showing consistency	Autumn term Staff meetings	SLT and subject leads - Ongoing	
To ensure children have access to and learn the appropriate age-related vocabulary linked to the topic of work they are using	Subject leaders will map vocabulary progression as part of the subject progression document Staff will use their year’s vocabulary as a starting point and build upon what has previously been learnt rather than starting again	Ongoing	SLT and subject leads- Ongoing	
To monitor the effectiveness of the planned curriculum to ensure correct coverage, support and challenge	SLT to look at coverage to ensure all NC objectives are being taught and there is suitable support and challenge for all children	Ongoing	SLT and subject leads - End of year	

Overstone Combined School –School Development Plan
September 2020 – July 2021



	SLT and subject leaders to monitor teaching of new curriculum through learning walks, book scrutinies and termly results			
For teachers to provide opportunities across the curriculum for children to question and challenge themselves independently	Teachers to give children an appropriate learning objective that reflects the intent of the curriculum Teachers to ensure tasks and activities provide children with choice, support and challenge – teachers should not be directing the same activity to all children For staff to foster an environment where children are confident to question, will challenge independently and are taught to be resilient if learning has a different outcome to what is expected	SLT - ongoing	End of year	
For subject leaders to monitor results on Target Tracker and present analysis to the SLT termly	Subject leaders to analyse TT termly and to complete an agreed pro-forma which will focus on attainment and progress percentages.	Subject leaders through the term Staff meeting given termly for book scrutiny SLT - ongoing	End of year	

Priority 3 - To support all members of the school with mental health needs and well being

1. To ensure the children have a safe and happy environment in which to flourish
2. To ensure all staff feel happy and supported in their workplace
3. To provide our children with the tools to be resilient and nurtured through a broad and balanced curriculum

Outcomes

1. Children are happy and safe and therefore progress well both academically and socially
2. Staff are aware of the support in place and how to access it
3. Children are aware of how we promote and protect their emotional wellbeing and good health and how this connects to their learning.

Objectives	Specific actions/Implementation	Timings	Measured by and when	Review – Termly
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Overstone Combined School –School Development Plan
September 2020 – July 2021



	arrangements			Autumn 2020 Spring 2021 Summer 2021
To provide children and staff with opportunities to discuss worries and concerns and to support their mental health	<p>Worry boxes in classrooms if appropriate</p> <p>ELSA – one staff member trained and sees either individual children or pairs of children who have the same concerns, e.g. friendship in order to support their emotional well-being.</p> <p>Nurture group – 2 members of staff are qualified nurture practitioners and their work is overseen by the Educational Psychology Team for Bucks. Pupils selected to receive this support are identified by assessment and then receive allocated time for the programme of support</p> <p>Lunchtime club – open to selected children who need support for unstructured times. This tends to cover children who have social and communication difficulties</p> <p>Forest School – offered to Reception, Year 1 and Year 2 to support communication and well-being outside. This also enables children who are less academic to achieve in other areas</p> <p>Appointment of house captains to be a listening ear</p> <p>PSHCE curriculum to include a focus on well being</p> <p>Mindfulness activities in classes when needed</p> <p>Calm Little Minds visit the school once a week to work specifically with children who need additional nurture support</p> <p>Play therapy offered to specific children</p>	Ongoing	All staff involved Monitored by SLT half termly	
To maintain the school in a	School to have different spaces for children	Ongoing	All staff involved	

Overstone Combined School –School Development Plan
September 2020 – July 2021



positive way to encourage children to feel comfortable in their environment	to work, e.g. shared areas, where they feel safe and are physically safe Shared spaces to be available when needed and remain calm and decluttered Welcoming entrance into school and classrooms		Monitored by SLT weekly	
To continue to use the growth mindset approach in school so children have regular positive reinforcement for work, behaviour and attitude	Use of positive language and praise Reinforcement of school values using the language to promote these Clear messages given to the children to ensure consistency	Ongoing	All staff involved Monitored by SLT - ongoing	
To create a wellbeing policy for all stakeholders	Policy created for children, staff, governors, parents and visitors to focus on personal well-being and well-being within school	By end of autumn term	SLT Governors	
To measure staff well-being at the start and end of the year	Conduct a questionnaire for all staff to establish themes and priorities and then act upon these accordingly	By autumn half term and re-evaluate in second half of summer term	SLT	
To cultivate a supportive work place culture and for staff to address their personal well-being in the workplace	To identify well-being needs on a professional level Ensure staff feel emotionally supported Ensure staff are supported in their roles – effective praise, support with admin tasks and robust induction	Initial discussion and action in the autumn term and then monitored regularly	All staff	
To adapt the working environment where needed	Re-organise staff room/hall and shared working spaces so they are fit for purpose and to provide members of staff with areas specifically for work and or relaxation	Ongoing	All staff	
To consider workload for all staff	To evaluate processes to ensure workload is realistic and fit for purpose Make roles and responsibilities clear to all staff members to ensure that integral parts of their role are not seen as requests for extra work	Ongoing	All staff	
For the curriculum to include	Specific learning sessions to increase	Weekly	All staff	

Overstone Combined School –School Development Plan
September 2020 – July 2021



wellbeing	<p>positive wellbeing such as meditation at the end of PE</p> <p>For curriculum to highlight the importance of wellbeing where it can be linked e.g. in science, how do we look after our mental health as well as our physical health and history, what was the impact of war on soldier’s mental health?</p> <p>Organise specific days which celebrate well-being e.g. World Mental Health day in October</p>			
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<p>Priority 4 – To embed the teaching and learning of phonics</p> <ol style="list-style-type: none"> 1. For the teaching and learning of phonics to be a priority across the school and then implemented in reading and writing independently 2. For all children to have access to good quality texts that reinforces the learning through Read, Write, Inc 3. To ensure there is clear progression through year groups to build upon knowledge already learnt 4. To embed Accelerated Reader across KS2 to build upon prior phonic knowledge

<p>Outcomes</p> <ol style="list-style-type: none"> 1. There is a consistent approach to teaching phonics through the school and the outcome of that is children are able to use their skills to read and write confidently 2. Children are reading texts that they enjoy and are able to talk about the texts with confidence and enthusiasm 3. Children are building on the skills they have already learnt and are challenging themselves to move forward more quickly 4. All children are accessing the correct books in order to make progress with their reading and their love of books
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Objectives	Specific actions/Implementation arrangements	Timings	Measured by and when	Review – Termly Autumn 2020 Spring 2021 Summer 2021
To train all staff to deliver Read, Write, Inc effectively	<p>4 staff already trained in RWI but a refresher needs to take place</p> <p>2 further members of staff identified to be trained</p> <p>Once trained enable staff to have liaison sessions to identify what works and what doesn’t</p>	Training to be implemented as soon as possible	KS1 lead – Ongoing	

Overstone Combined School –School Development Plan
September 2020 – July 2021



<p>To ensure the phonics scheme is followed consistently from Nursery to the end of KS1</p>	<p>All KS1 classes to have a trained teacher delivering WRI All KS1 classes to have support staff who are able to follow the teacher directed plans to support smaller groups (further training given to these staff by KS lead if needed)</p>	<p>Ongoing – monitor through learning walks and discussions where possible</p>	<p>KS1 lead and SLT - Ongoing</p>	
<p>To identify further phonics training that is appropriate for KS2</p>	<p>To assess Y2 children at the end of the summer term to identify the phonic barriers To ensure Y3 teachers understand the phonic needs of the children going into the new year</p>	<p>Assessments during the second half of the summer term Liaison between Y2 and Y3 teacher in the second half of the summer term once assessments are completed</p>	<p>KS1 lead/ English co-ordinator SLT</p>	
<p>To link the home reading books to the Read, Write, Inc scheme to ensure application of learning</p>	<p>To ensure all required books are in school and allocated to the correct children To monitor how quickly a child moves through the books to ensure correct decoding and comprehension Staff to adapt teacher led learning if a pattern emerges from the quiz results to indicate gaps in the learning of reading and comprehension</p>	<p>Ongoing</p>	<p>All class teachers KS1 lead/ English co-ordinator</p>	
<p>To prepare the children for the phonics screening so the children are familiar with the process of the test</p>	<p>Staff need to ensure the children follow the RWI programme correctly so the children have the skills to access the screening correctly The children need to be introduced to the process of the screening so they are not fazed when it comes to the actual test</p>	<p>Spring and summer term</p>	<p>KS1 lead/English co-ordinator</p>	
<p>To liaise with parents as to how phonics is taught and how they can help with their child's learning</p>	<p>To send home an information sheet regarding phonics and how they are taught at Overstone To show parents how the screening works and to allay any concerns about testing at an early age</p>	<p>Ongoing</p>	<p>KS1 staff English co-ordinator</p>	

Overstone Combined School –School Development Plan
September 2020 – July 2021



	To reassure parents of concerns with phonics and to support them helping their child			
To use phonic knowledge to develop comprehension skills	Children need to be taught the skills to read a text and how to answer questions, pick up on inference and how to respond to the different types of questions they are asked	Ongoing	All staff	
To monitor reading through Target Tracker to ensure all children are receiving the support they need to make progress	Following assessment weeks, to analyse the data and identify gaps across classes and the school To look at the provision in place to support those gaps in learning To liaise with the SENCO to identify any barriers to learning in order to effectively move children’s learning forward	Termly	English co-ordinator SLT	

Priority 5 – To effectively support disadvantaged pupils and those with special educational needs and/or disabilities to close the gap

1. Disadvantaged pupils and pupils with SEND must be supported effectively.
2. Staff must have high enough expectations of what disadvantaged pupils and those with SEND can achieve.
3. Planning must be adapted effectively to ensure that pupils learn well.
4. Leaders must evaluate the impact of additional support to make sure it is achieving what they want it to achieve.

Outcomes

1. Disadvantaged children and those with SEND are well supported and make good progress from their starting point
2. Disadvantaged children and those with SEND will achieve well in relation to their starting point and to their peers
3. Disadvantaged children and those with SEND will learn well and will succeed
4. Leaders will be clear that they are providing high quality provision and will adapt their teaching in order for disadvantaged children and those with SEND to succeed

Objectives	Specific actions/Implementation arrangements	Timings	Measured by and when	Review – Termly Autumn 2020 Spring 2021 Summer 2021
To ensure support detailed on SEN Support Plans/PEPs must be put into place within the	Learning Walks and feedback half termly. Advice and resources provided by SENDCO, as requested	Time for Learning Walks and feedback to all staff	SENCO/PP lead – half termly	

Overstone Combined School –School Development Plan
September 2020 – July 2021



classroom				
To identify barriers to learning for disadvantaged pupils and appropriate support put into place	Barriers to learning spread-sheet to be completed for each class, analysed by Designated Teacher and appropriate support identified and put into place Apply for appropriate funding to support programmes identified as crucial	Time to analyse results Meeting time with parents to decide on appropriate support Time to meet with SBM to discuss funding procedure	SENCO/PP lead – end of first half term	
For teaching Assistants to be fully aware of the children’s needs and how to support them	SEN Support Plans to be shared with TAs Opportunities for TAs to receive advice/training from SENDCO/other agencies	Copies of SSPs/PEPs for TAs as soon as they are updated Regular TA meetings with SENDCO. TAs offered access to training, both in-house and outside providers when needed	SENCO/PP lead - Ongoing	
For teaching Assistants to be clear about their role in each lesson and what children they are working with are expected to achieve	Planning to be shared with TAs in advance of lesson Planning to specify the role of the TA at each point of the lesson, what the expectations are for the children they are working with Planning scrutinies half termly to ensure the provision matches the support plan	Staff Meeting time to clarify expectations for planning Time for planning scrutinies and feedback at staff meetings/individual meetings, where appropriate	SLT - Ongoing	
Staff must have high enough expectations of what disadvantaged pupils and those with SEND can achieve. They need to identify and utilise children’s strengths	Staff need to complete One Page Profiles for appropriate children and incorporate strengths into lessons, wherever possible. Learning walks will ensure staff are capitalising on what the children are able to achieve	One Page Profiles need to be completed during the first half of the autumn term Staff need to discuss the children’s strengths when they complete the handover in the summer term to the new teacher	SENCO/PP lead – Ongoing SLT	
To ensure that low ability in writing is not a barrier to achievement.	To assess the understanding of topics prior to starting (Pre-learning assessment task) To investigate other methods of recording	Pre-learning assessment tasks should be completed at the start of each new topic	SENCO/PP lead – Ongoing SLT	

Overstone Combined School –School Development Plan
September 2020 – July 2021



	<p>what children have learnt, by sharing good practice, visits to other schools or reading educational books regarding assessment/SEND</p> <p>To complete book scrutinies to look at quality of work when different approaches to writing are made</p>	<p>Release time for teachers to visit other schools or to link with other schools for moderation</p>		
<p>To be clear about the levels at which children are operating, especially if this is below their chronological age and then to set work appropriately with realistic targets for outcomes</p>	<p>Use Target Tracker to record teacher assessment and track small increments of progress.</p>	<p>Half termly for maths and English</p>	<p>All staff – half termly SENCO – half termly SLT – half termly</p>	
<p>To use the child’s support plan to measure and evaluate progress to evaluate the impact of the provision</p>	<p>Invest in tools to measure progress, where appropriate e.g. Boxall Scale</p> <p>To allocate staff meeting time to evaluate effectiveness of interventions</p> <p>Interventions to be delivered by staff trained in that area and the baseline and impact of the intervention to be measured every six weeks</p>	<p>Termly for the support plan</p> <p>Six weekly analysis of the intervention provision</p>	<p>All staff - Ongoing</p>	