

# Sandy Lane Primary School Development Plan 2022-2023

## Quality of Education

Ofsted Framework Context	Desired Outcome	Actions towards outcome	Milestone Ref	Milestone end date
<p>The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.</p>	<p>1.Consolidate, and fully embed the Sandy Lane Curriculum design – by the Autumn 2022; followed by further review and identification of additional next steps.</p>	<p>Through development of the Statements of Curriculum Intent, completed at the end of the summer term 2022:</p> <ul style="list-style-type: none"> <li>• deepen teachers' understanding of, and ability to articulate, how teaching in their classes fits within the whole school overview and progression of knowledge and skills for each curriculum subject.</li> <li>• ensure that all staff and governors can articulate clearly and consistently why the curriculum has been developed as it has.</li> </ul>	<p>QE01 QE02 QE03 QE04</p>	<p><b>20.10.22</b> <b>21.12.22</b> <b>21.10.22</b> <b>02.02.23</b></p>

<p>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. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>	<p>2. Review internal assessment of progress and attainment, particularly for disadvantage and SEND pupils:</p> <ul style="list-style-type: none"> <li>• based on a full year of teaching and learning; and against data from resumed national testing</li> </ul> <p>Demonstrate evidence of impact, including through assessment systems that reflect:</p> <ul style="list-style-type: none"> <li>• the curriculum as delivered during the Covid lockdowns; and</li> <li>• the full breadth of the enhanced curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• School leaders to analyse internal data on a termly basis and provide a narrative and next step for School Governors.</li> <li>• Data for SEND and Pupil Premium children to be analysed and presented to governors providing narrative and next steps.</li> <li>• Report to Governors how the 'Learning for Life' Curriculum is having the desired effect of not only raising data outcomes but is boosting BA PD across school with the resulting lift in cultural capital for our children.</li> </ul>	<p><b>QE05</b> <b>QE06</b></p>	<p><b>20.01.23</b> <b>30.11.22</b></p>
<p>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.</p>	<p>3. Embed the Writing for Pleasure system to encourage our young writers to enjoy writing. Collect evidence that creative writing is back amongst the activities that children wish to do.</p>	<ul style="list-style-type: none"> <li>• Insert Writing for Pleasure system into monitoring calendar to assess the impact.</li> <li>• Governors to be represented at the Monitoring/book looks linked to Writing for Pleasure.</li> <li>• Report to full governing body the impact of moving from Read 2 Write to Writing for Pleasure.</li> <li>• Report impact on data at each assessment interval and at the end of the academic year.</li> </ul>	<p><b>QE07</b> <b>QE08</b> <b>QE09</b> <b>QE10</b></p>	<p><b>20.10.22</b> <b>21.12.22</b> <b>16.03.23</b> <b>20.07.23</b></p>

<p>It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.</p>	<p>4. Articulate more clearly for pupils how the learning they undertake in school will help them to benefit from future educational, career and other life opportunities.</p> <ul style="list-style-type: none"> <li>• Further develop the learning environment to reflect more clearly the school vision and the future career and life opportunities available to pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Bring to QE meeting evidence of impact against this target including: <ul style="list-style-type: none"> <li>a) Careers week opportunities.</li> <li>b) External speakers to raise aspirations for boys and girls</li> <li>c) Evidence in work/floor books that school is addressing the lack of aspirations experienced in some of our children's home lives.</li> </ul> </li> <li>• Discuss with QR LG committee how the learning environment can be further improved &amp; utilised to deepen higher aspirations for all our children.</li> </ul>	<p><b>QE11</b> <b>QE12</b></p>	<p><b>20.01.23</b> <b>20.01.23</b></p>
<p>How leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points</p>	<p>5. Update the Curriculum Framework policies to reflect the completed statements of curriculum intent and the new EYFS curriculum</p>	<ul style="list-style-type: none"> <li>• Update the Curriculum Framework policies to reflect the completed statements of curriculum intent and the new EYFS curriculum</li> </ul>	<p><b>QE13</b></p>	<p><b>16.03.22</b></p>
<p>Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.</p>	<p>6. Further develop the use of LBQ to support all areas of the curriculum in all year groups from Year 2 to Year 6.</p>	<ul style="list-style-type: none"> <li>• Provide school leaders with a LBQ development day which explores how far school wishes to use LBQ across the curriculum.</li> <li>• Create an action plan to be implemented in time for the 23/24 academic year.</li> </ul>	<p><b>QE14</b> <b>QE15</b> <b>QE16</b></p>	<p><b>21.12.22</b> <b>20.03.23</b> <b>20.07.23</b></p>
<p>How the curriculum has been designed and taught so that pupils read at an age-appropriate level.</p>	<p>7. In partnership with the Literacy Trust, use the work from the 2021-2022 Reading for Pleasure project to:</p> <ul style="list-style-type: none"> <li>• understanding the research evidence; and</li> <li>• further develop a reading community and culture within and</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Literacy leader the time to understand the impact of Reading for Pleasure across school</li> <li>• Review the RfP action plan with SLT and develop a plan for using RfP moving forward.</li> </ul>	<p><b>QE17</b> <b>QE18</b> <b>QE19</b></p>	<p><b>20.12.22</b> <b>28.02.23</b> <b>28.02.23</b></p>

	across the school and beyond.			
How carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills	9. Further develop the quality of teaching and learning through: <ul style="list-style-type: none"> <li>• the embedding and further development of the Faculties.</li> <li>• carefully planned training and CPD</li> <li>• broadening of staff experience and exchange of practice by providing support for other schools</li> </ul>	<ul style="list-style-type: none"> <li>• Provide termly faculty days for staff to be able to experience monitoring learning walks, thus learning from their faculty roles within school.</li> <li>• Cascade the information from faculty days to SLT so that appropriate CPD can be interspersed into the existing staff meeting training calendar.</li> <li>• Develop our school's partnership by using year groups and faculties to strengthen our moderation of learning practices across the partnership.</li> </ul>	<b>QE20</b> <b>QE21</b> <b>QE22</b>	<b>20.10.22</b> <b>09.01.23</b> <b>28.02.23</b>

Quality of Education Milestones		By when	By whom	RAG
<b>QE01</b>	Present the new Curriculum Intent- to the Governing Body.	<b>20.10.22</b>	FN	Y
<b>QE02</b>	Provide staff with planning time on a half termly basis in order to plan as a phase with the new curriculum intent.	<b>21.10.22</b>	FN	Y
<b>QE03</b>	Staff are required to use some of the planning time in order to provide Assessment data for foundation subjects.	<b>21.12.22</b>	Staff	Y
<b>QE03</b>	Faculty leaders will present to governing body. How has Curriculum implementation gone well? Is the impact matching expectations?	<b>02.02.23</b>	AHTs	N

<b>QE05</b>	School leaders to provide QE LGs a data shot after each assessment interval. Provision of a narrative with analysis is also expected. QE LG to report back salient messages to governing body	<b>20.01.23</b>	<b>JC/FN</b>	<b>Y</b>
<b>QE06</b>	School leaders to provide Full Governing Body with an appraisal of how Learning for Life Curriculum is going- Is it providing a boost to pupil cultural capital as suggested?	<b>30.11.22</b>	<b>AHT's</b>	<b>N</b>
<b>QE07</b>	Insert Writing for Pleasure system into monitoring calendar to assess the impact.	<b>20.10.22</b>	<b>FN</b>	<b>Y</b>
<b>QE08</b>	Governors to be represented at the Monitoring/book looks linked to Writing for Pleasure.	<b>21.12.22</b>	<b>Govs</b>	<b>Y</b>
<b>QE09</b>	Report to full governing body the impact of moving from Read 2 Write to Writing for Pleasure. At march meeting.	<b>16.03.23</b>	<b>AHTs</b>	<b>N</b>
<b>QE10</b>	Report impact on data at each assessment interval and at the end of the academic year.	<b>09.01.23</b>	<b>JC/FN</b>	<b>Y</b>
<b>QE11</b>	Create a standing item at the QE meeting which collects evidence that school is addressing the issue of lack of aspirations: Bring to QE meeting evidence of impact against this target including: d) Careers week e) External speakers to raise aspirations for boys and girls f) Evidence in work/floor books that school is addressing the lack of aspirations experienced in some of our children's home lives.	<b>09.01.23</b>	<b>HO</b>	<b>Y</b>
<b>QE12</b>	At the QE meeting 9.1.23 create an agenda item to discuss the impact of the learning environment on children's aspirations.	<b>09.01.23</b>	<b>HO</b>	<b>Y</b>
<b>QE13</b>	Update curriculum Policy Framework to be passed at Governors.	<b>30.11.22</b>	<b>JC</b>	<b>N</b>
<b>QE15</b>	Provide time for an LBQ development day	30.01.23	<b>FN/JC</b>	<b>N</b>
<b>QE15</b>	Create an LBQ action plan which empowers staff to use the many curriculum opportunities that LBQ brings.	30.03.23	<b>SLT</b>	<b>N</b>
<b>QE16</b>	Create conditions for implementation of LBQ action plan in terms of both training and IT support	20.07.23	<b>SLT</b>	<b>N</b>
<b>QE17</b>	Provide Literacy leader the time to understand the impact of Reading for Pleasure across school	17.12.22	<b>FN/DP</b>	<b>N</b>
<b>QE18</b>	Review the RfP action plan with SLT and develop a plan for using RfP moving forward.	28.02.23	<b>DP</b>	<b>N</b>
<b>QE19</b>	Present new plan to SLT who will cascade the information to the QE LG committee	28.02.23	<b>JC/FN</b>	<b>N</b>
<b>QE20</b>	Plan in termly faculty days across school year.	20.10.22	<b>FN</b>	<b>Y</b>
<b>QE21</b>	Reassure the QE LGs that faculty meetings are taking place and that information and CPD next steps is	09.01.23	<b>FN</b>	<b>Y</b>

	cascaded to SLT and CPD plan adapted accordingly.			
<b>QE22</b>	Plan the first moderation and learning walk day for partners school.	09.01.23	<b>JC/FN</b>	<b>N</b>