



WELCOME TO 2021 – 2022 AT
PENTLAND INFANT AND NURSERY

School Development Plan



SCHOOL DEVELOPMENT PLAN PRIORITIES

Adopting White Rose Maths scheme
2 way communication with parent to strengthen home learning
Additional interventions and constant gap analysis.



Whole school teaching approach through White Rose Maths
Focus on vocabulary

Adopting a new validated phonics teaching scheme and reviewing teaching organisation

Embed guided reading scheme
Improve library provision
Target interventions and 1:1 reading opportunities
Reading across the curriculum

Revisiting key skills in all year groups and prior learning expectations
Strengthening phonics teaching and application in writing
Enrichment opportunities to stimulate writing and vocabulary
Re-organising texts to give breadth and depth and challenge



SCHOOL DEVELOPMENT PLAN PRIORITIES

Conclude the review of the curriculum
Ensure coverage of all subject areas and context of children is reflected in design and teaching
Prioritise spending on resources that support the new curriculum.
Evaluate

Subject leaders to have clear progression of skill documents for their subjects
Carry out scrutiny across year groups
Access quality CPD to develop their subject knowledge and keep abreast of teaching methods
Deliver staff meetings to share expertise

Training for teachers and teaching assistants on new initiatives, ie. EYFS, Phonics, White Rose
Re-organize staff team to meet needs of pupils and target support where necessary for improvement
Re-establish a strong performance management model for all staff
Establish an every minute counts ethos and working practice in school
Re-establish Unit Meetings

The curriculum is broad, balanced and is structured to allow all children to make good progress.

Pupil Premium Spending closes the gap for identified children

Ensure every child's barriers to success is carefully analysed.

Provide targeted support aimed at barriers, collect and measure impact. Log child's journey.

Each child to receive at least one intervention over the year and one enrichment offer.

Middle Leaders have strong ownership and influence over the teaching of their subject

Leadership and Management

Effective use of Catch Up Funding supports progress for identified children

Continue to run NELI programme
Additional phonics sessions for identified children
1:1 reading opportunities for identified children
Specific maths support for identified children

All staff actively contribute to providing the highest quality of education

Governing Body remains consistent in their challenge and support of school

Recruitment drive for new governors to broaden the skills and experiences of current body

Re-establish subject leader meetings and visits to school
Active ownership of part of the SDP and SEF



SCHOOL DEVELOPMENT PLAN PRIORITIES

Review of language rich environments
Consolidation of language models and structures
Progression of vocabulary in schemes of work

Review the Homework Policy and agree offer for each year group
Profile of homework raised with parents
One whole school creative or research challenge homework to be set each half term
Vocabulary lists to be sent home for practice at home

2 Subject Leaders to attend all training sessions
Artists to work in school
2 Teachers to cascade learning from the project across the staff team
Curriculum to be influenced by learning from pilot



Baseline assessments carried out in timely fashion
Review of the marking policy
Assessment timetable in place
Assessment/Testing adjusted to fit new teaching schemes
Review of Target Tracker

Review the Marking Policy
Book scrutiny carried out by all Subject Leaders and SMT
Growth Mindset feedback and talk approach embedded through school

Training for staff on embedding metacognition strategies into teaching and learning
Beginning of topics allow time for children to show what they already know and teaching built from this
Revisiting learning is built into teaching time



SCHOOL DEVELOPMENT PLAN PRIORITIES

School Travel Plan initiative influences teaching in all age groups, with road safety as a focus
PSHE/RSE teaching clearly identifies teaching on online safety and safe relationships in age appropriate ways
School grounds and buildings are maintained to high level

Re-establish parent meetings re. attendance concerns
Focus on raising profile of punctuality with parents. Report on minutes lost to parents.
Review attendance celebration format.

Restructure so some Teaching Assistant cover lunchtime – use for an activity based approach.
Develop an activity timetable for lunchtimes, audit resources needed and prioritise spending to broaden the offer

All children can make safe choices and decisions

Focus on Emotional Well-Being and Mental Health Recovery

All children have excellent attendance and punctuality

Behaviour and Attitudes

Pupils display excellent behaviour and understand that bullying is not tolerated in any form

Children enjoy positive, healthy activities at lunchtime

Safeguarding concerns are responded to by the whole staff team

Re-establish ELSA support
Continue with ROAR and emotional well-being action plan
Consistent use and response to class Feelings Boards
Focus of assemblies

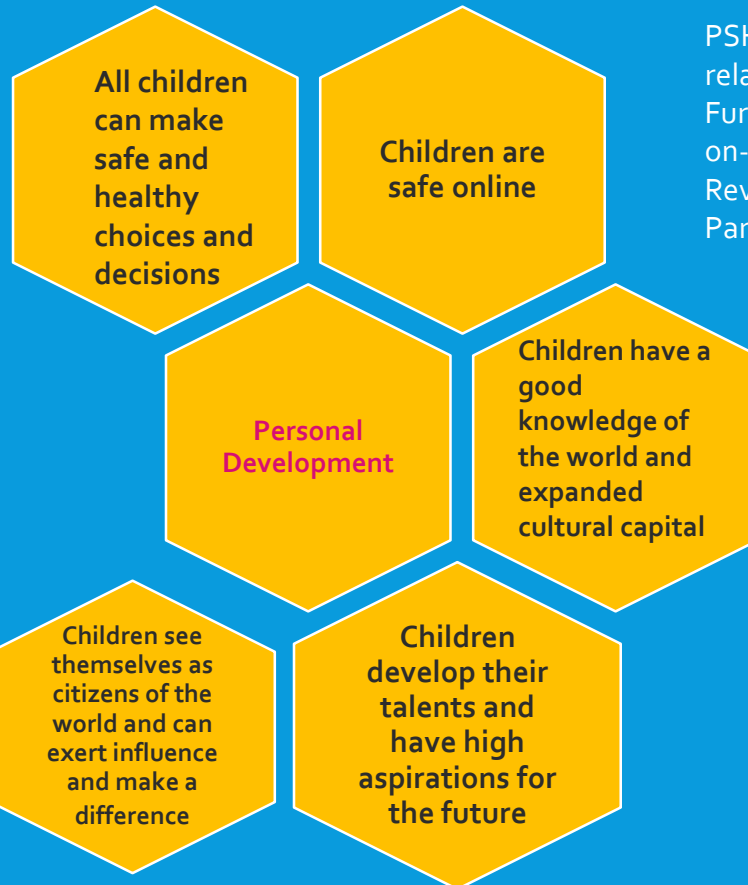
Review the Positive Behaviour and Anti-Bullying Policies
Develop child-friendly displays and parent booklets to explain expectations
Focus of assemblies
Embed the RSE policy

Training on Cpoms for all staff
2 Lunchtime Organisers to log lunchtime incidents
Review tag categories on Cpoms
Define a management response to logs



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PSHE/RHE teaching identifies teaching of online safety and safe relationships in age appropriate ways
Further develop the computing curriculum to ensure that it includes on-going focus on social media and children's well-being online.
Review the on line displays
Parents are given regular updates of any online concerns .

Weaving Together a Story of Place' action research project as a springboard for developing creative learning opportunities across the whole curriculum and developing children's cultural capital
Visits and Visitors are planned to enrich learning

Strengthen the role of the School Council
Establish an Eco Council and work toward Eco School status
Take part in charity work and national and international celebration days

Assemblies broaden children's knowledge of the world and the achievements of others
The curriculum covers a diverse range of role models that children can begin to identify and be inspired by
Homework challenges are set that encompass different talents and skills

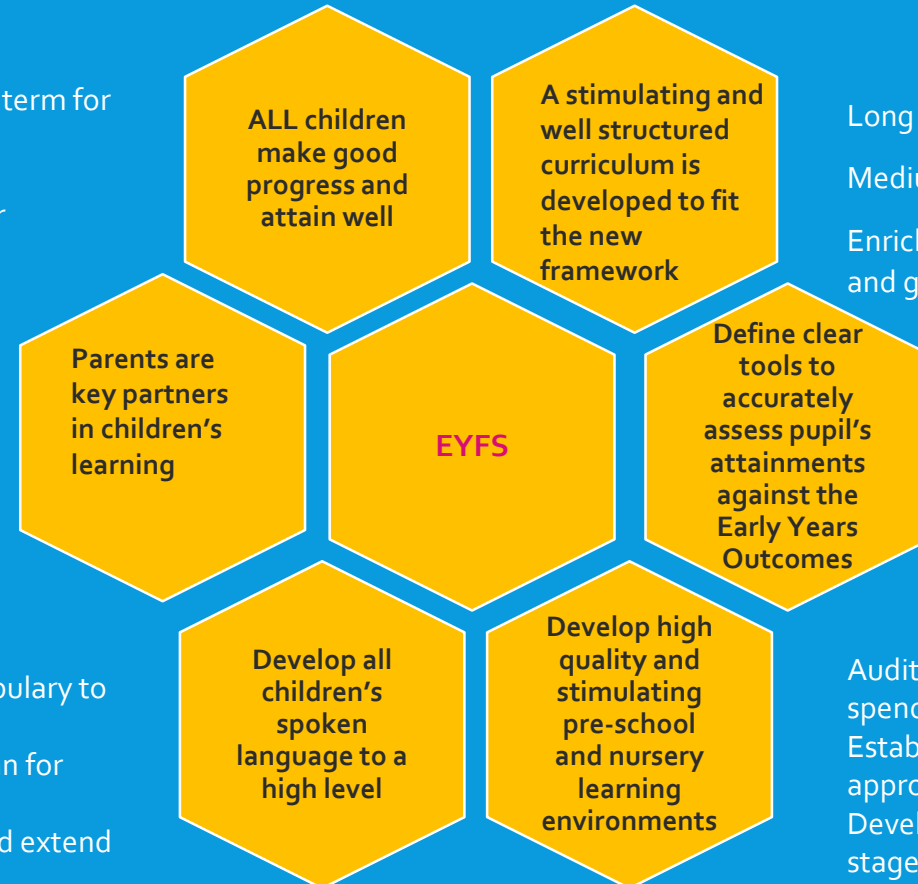


SCHOOL DEVELOPMENT PLAN PRIORITIES

Gap/Strength Analysis in place for each half term for Nursery and Reception
Interventions in place to address gaps
SEND and EYFS PP children are targeted for additional provision
IEPs in place at earliest opportunity

Parent information booklet and evening about new EYFS curriculum
Parent workshops to model skills
Vocabulary shared regularly to practice at home

Define on medium term plans specific vocabulary to be taught
Use Launchpad to Literacy to assess and plan for speech and language development
Enrichment activities planned to fill gaps and extend vocabulary
High quality interactions model and scaffold English language



Long term plan to show coverage across the year

Medium term plans in place, identifying key texts

Enrichment activities planned to match children's interests and gaps in knowledge/skills.

High quality observations and standard expectation for learning journeys
'In the moment' teacher assessment notebooks
Writing journals from Pre-School upwards
Regular moderation exercises

Audit resources and re-distribute where necessary. Prioritise spending on areas, needing most investment.
Establish attractive reading corners in each environment, with appropriate reading materials.
Develop high quality displays, which reflect the developmental stages of the children and the breadth of the curriculum.
Plan careful enhancements to each learning area.