New City School Development Plan – 2023/2024

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 are **diminished.**

B. TO MAINTAIN THE LOVE OF READING AND ENCOURAGE LINKS TO HIGH QUALITY WRITING FOR PURPOSE ACROSS THE CURRICULUM

- **B.1.** Continue to promote and sustain our whole school **ethos** of **reading for pleasure** Vs reading for instruction.
- **B.2**. Continue to promote and sustain our **whole school approach** to **writing** using the handwriting font and high standards of presentation.
- **B.**3. The Head teacher and senior leaders understand the importance of encouraging **making links** between **oracy**, **phonics**, **reading** and **writing across the curriculum to ensure high** standards across all subjects. Staff are trained well, through carefully planned Inset, so that they can use **effective strategies** to promote the teaching of **oracy, phonics, reading and writing** 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**

New City School Development Plan – 2023/2024

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
• **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**.	• 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. • 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. • 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. • 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, , SD CS MB, SD	Weekly Fortnightly Half Weekly Weekly			

	• Training for all staff ensures there is an understanding of the research for effective teaching and learning to ensure planning and delivering enable children to know more and remember more.	CS			
• **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.	• All subject leads 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 network meetings with subject leaders from the MAT and additional CPD opportunities. Ensure these are shared with staff as appropriate.	CS	Termly		
	• Cyclical planning, flip monitoring and book audits focus on long term learning and identify good practice to be shared with all staff.	CS	Weekly		
	• Through sustained training, subject leads can share, monitor and review oracy and talk for writing opportunities where technical vocabulary can be shared, practised and applied contextually in order to promote articulate learners and impact on progress.	MB	Half-termly		
	• Composite goals are regularly reviewed and developed. Children are clearly able to articulate their learning using the subject documents confidently and coherently	SD MB	Half termly		
	• Subject leaders collate half termly data from the end of unit quizzes to evaluate the impact of the curriculum on the children's short- and long-term memory and use the data to inform curriculum design	SD MB	Half termly		

Key Performance Objectives	Actions	Led by	Time	Evaluation Autumn Term	Evaluation Spring Term	Evaluation Summer Term
● **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 are **diminished.**	● 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.	JD	Half-termly, weekly, fortnightly			
	● 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. Trainees and ECT + 1	CS	Termly			
	● 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.	MB	Annually			
	● Embed the handwriting font in all writing	MB/SD	Weekly			

E. TO MAINTAIN THE LOVE OF READING AND ENCOURAGE LINKS TO HIGH QUALITY WRITING FOR PURPOSE ACROSS THE CURRICULUM

Key Performance Objectives	Actions	Led by	Time	Evaluation Autumn Term	Evaluation Spring Term	Evaluation Summer Term
● **B.1.** Continue to promote and sustain our whole school **ethos** of **reading for pleasure** Vs reading for instruction.	● 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)	JF	Half-termly, fortnightly			
	● All staff understand the importance of sharing their love of reading with the children.	JF	Half-termly			
	● All children have access to a wide range of home/school reading books that are not only challenging but match their correct reading ability.	JF	Fortnightly, half-termly			
	● 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.	JF	Fortnightly, half-termly			

	● Embed the use of the library pod to further develop an ethos and pleasure for reading	MB and SD	Weekly			
● **B.2**. Continue to promote and sustain our **whole school approach** to **writing** using the handwriting font and high standards of presentation.	● Introduce a new writing assessment tool for teachers to use to gauge where children are working at. .	JF, JC	End of A1			
	● Half-term moderation across specific Year groups using new writing assessment tool.	JF, JC	Half-termly			
	● Insets at the beginning of new term to work to focus on live modelling and how to assess children.	JF, JC	A1			
	● Create and implement new writing perfromas	JF, JC	A1			
	● Create a writing exemplar folder to be used to support new staff with expectation.					
	● Systemic approach to writing interventions to support children falling behind as well as children who join mid phase.	JF, JC	Weekly			
	● Coaching for ECTs and new members of staff	JF, JC	Weekly			
● **B.3**. The Head teacher and senior leaders understand the importance of encouraging **making links** between **oracy, phonics**, **reading** and **writing across the curriculum to ensure high** standards across all subjects. Staff are trained well, through carefully planned Inset, so that they can use **effective strategies** to promote the teaching of **oracy, phonics, reading and writing** and identify	● Clear sustained intervention strategies are put in place across the school for those children who fall behind in their phonics learning.	SD, JF	Half-termly			
	● 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.	MB	Half-termly,			
	● 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 school. This includes ensuring key messages are communicated clearly and support is offered as needed.	CS	Fortnightly/twice half-termly Termly			
		CS				

where **gaps** need to be **diminished.**	• Training for all staff is evaluated to ensure that support for all staff to deliver the key strategies is available with relevant resources					

B. 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**
• **C.1.** Maintain **leadership and management at all levels** through ongoing support of **leadership skills** and competency to engage in strategic analysis.	• 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.	JD CS CS	Half-termly Half-termly Half-termly			
• **C.2**. Sustain the cycle of **mentoring and coaching** across the school to support leadership development for all and ensure **Quality First Teaching.**	• 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, the Teaching School Hub and various credible institutions • Bespoke training arranged for staff where there are gaps in knowledge identified.	JD CS CS	Half-termly Termly Termly			

Key Performance Objectives	Actions	Led by	Time	Evaluation Autumn Term	Evaluation Spring Term	Evaluation Summer Term
• **C.3**. Continue to maintain the **ethos of working together** through **shared practice** and managing workload.	• 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. • Maintain identified opportunities to develop partnerships with additional schools and establishments through support, training and cluster work.	CS CS CS	Termly Termly Half-termly			

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**
• **D.1.** Maintain further **learning opportunities** and **experiences beyond the classroom** through an enhanced extra-curricular provision.	• Maintain ensuring curriculum design and planning supports and challenges all pupils to access and 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 variation to cater for ALL pupils including those that fall within targeted groups such as 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	MB MB, SD, AG AG +WR MB, SD, AG AG + WR	Annually, Termly Annually, Half-termly Half-termly Weekly Half-termly			

	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.	AG + WR	Half-termly		
• **D.2. Early identification** of **identified children at risk** or in need of **intervention support** to ensure an **inclusive** learning **provision** that has a **positive impact** on overall **academic** and **holistic progress**	• Embed the robust systems of early identification through Safeguard, punctuality and attendance monitoring to sustain attendance being well above national. Continued attendance and punctuality meetings to take place every week with targeted parents, especially SEND and PPG children. • 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). Appropriate interventions are placed for children identified for additional phonics/ reading/ writing/GPS support as needed. Maintain the effective Tutoring Programme established in 2021/22 to ensure gaps are diminished for all identified children across the school • Continue to promote the family centre as a community hub and facilitate support within the community through partnership links and our pastoral team. • Through a whole school approach of teaching children explicitly, emotional regulation strategies to identify, express and manage their emotions to improve their wellbeing and behaviour. (Whole school rollout SEMH Research Project.)	SD + AG SD + AG MB, RA MB, RA, SD, AG AG, EK	Half-termly, weekly Half-termly, weekly Half-termly Half-termly Half-termly		
• **D.3.** SMSC, British Values and PSHE, including Relationships	• 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	SD, MB, AG	Half-termly, weekly		

Education are embedded across the curriculum and all children are enabled to become **confident**, **resilient** and **independent learners**	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, PSHE, SMSC and Education for Change to ensure these are embedded and have an impact on children's choices in the playground, classroom and wider community. ● 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.	SD, MB, AG AG + PR+JC	Half-termly Half-termly		