



Red Oaks Primary School

School Development Plan Summary

2020-2021

Our School Vision

Aspire, Achieve, Grow

We strive to provide an exciting adventure of fun and challenge where all children develop a love of learning and an empowering sense of self-belief.

We 'reach for the stars' in promotion of uniqueness and diversity, celebrating individual talents and skills enabling children to aspire, achieve and grow.

Values are at the heart of everything we do, preparing children for a fulfilling journey through life.

Priority 1

PRIORITY 1- TO DEVELOP A CONSISTANT WHOLE SCHOOL CURRICULUM OFFER AND ENSURE INTENT, IMPLEMENTATION AND IMPACT IS CLEAR.

Actions	Expected Impact
Develop the role and accountability of the subject leader. Subject leaders to ensure the skills and knowledge progression maps are being implemented. Training for middle leaders in Jan 2021, Bill Jerman.	All staff are clear on the intent, implementation impact of our curriculum. We deliver a curriculum tailored to the needs of our pupils and this is evident through Deep Dives.
To develop 'project- based learning' and evolve the timetable to accommodate this.	Children understand the relevance of what they are learning and can apply skills in a cross curricular way. Children understand how the skills they learn can be applied in real life.
Implement new EYFS curriculum and implement as an early adopter school. Develop assessment systems related to this and moderate with other schools. Train all subject leaders so they understand how this new curriculum fits with their subject.	EYFS staff are confident with new statements and have moderated with other schools. Subject leaders recognise how their subject links with new EYFS curriculum.
Develop a new system of blended learning that can be used in the event of local or national lockdown to deliver the curriculum.	Children are able to continue with age appropriate learning if school is locked down.

Priority 2

TO CONTINUE TO EMBED THE MASTERY APPROACH IN MATHS AND ENSURE ALL GROUPS FROM PREVIOUS STARTING POINTS MAKE EXPECTED OR BETTER PROGRESS BY THE END OF KS2.

Actions	Expected Impact
Gap analysis assessment for T1 to attain a baseline following lockdown. This will highlight areas of missed learning and areas of lost learning which in term will provide structured targeted interventions.	Targeted teaching will enable us to narrow the gap from term 1 baseline assessments.
Following training in Sept, implement the new Maths 'Can do' approach using new materials. New lesson format to be developed alongside.	New approach will enable us to narrow the gap from term 1 baseline assessments. This should also enable all children to access reasoning and problem solving.
Review the impact of maths interventions and how to structure these based on KPI analysis.	To run only those interventions that are having a positive impact.
Training for each year group from Liz Hopkins alongside Orchid Vale teachers. Schools to work together on implementing the new 'Can do' approach.	Teachers will feel confident in the delivery of new style lesson. Moderation and conversation between schools will ensure consistency and confidence.

Priority 3

TO DEVELOP A CONSISTENT AND PROGRESSIVE READING CULTURE THROUGHOUT THE SCHOOL.

Actions	Expected Impact
Non-negotiable reading spine to be developed to ensure a progressive and wide- ranging exposure to texts for all children.	Children will have broad experiences of reading. Rich discussion and comprehension developed to support progress in reading.
Staff training on Sept TD day and further staff training to build on TD day supporting teaching fluency during 1:1 reading	Reading results will increase across all year groups.
Create phonics and spelling maps from YR- Y6. Share and explain this to staff. Create new CE word lists for 3/4 & 5/6 to separate them and ensure progression	Phonics scores will be in line or better than NA. Spelling results will increase and will be evident in SPaG tests.
Embed the new Ashley Booth reading approach, making it personalised to Swindon to fit in with our curriculum intent. Embed agreed reading skills approach.	Guided reading approach is consistent and evident in books and planning. Teachers feel confident with this approach.

Priority 4

CONTINUE TO DEVELOP THE PROVISION FOR MENTAL HEALTH WITHIN THE SCHOOL FOR CHILDREN AND STAFF

Actions	Expected Impact
To develop a SEMH strategic Covid response plan and ensure all staff and Goves have an oversight.	All stakeholders feel supported and mentally well throughout continued pandemic.
Undertake the Happy school project and implement related actions.	All stakeholders to benefit from small but important actions that may make a difference to mental health and well-being.
Undertaking self-diagnostic tool and prepare materials for the Carnegie mental health award (Assessor visit 20.10.20)	School to achieve award and will continue to implement strategies introduced.
Family Jigsaw to be delivered if Covid allows.	Families feel informed and supported.

Priority 5

ACHIEVE THE NEXT ARTSMARK AWARD FOR THE SCHOOL - PLATINUM

Actions	Expected Impact
<ul style="list-style-type: none"> Organise new Artsmark panel Respond to pupil voice requests (e.g. O2 Young Voices, Wyvern show) Artsmark panel produce 'how to' videos to be shared with staff and the wider community 	Continue to offer a wide variety of arts opportunities and showcase these through the website as evidence towards the award
Audit staff knowledge and skills and seek training where necessary	Further develop staff confidence to ensure that all elements of the 'arts' are taught well
To further knowledge and skills of staff through visits and CPD from artists and professionals	Staff to develop more specialist skills such as sculpture and printing techniques
To plan involvement of local artists to produce whole school projects	A creative school environment reflects our love of the arts and inspires all pupils