Together we learn, together we succeed

School Development Plan 2023-2024

		Target	Actions	Timescale	Responsibility	When we are successful...	Outcomes
			Improve the effectiveness of provision				
Curriculum		Embed a revised curriculum culture and approach	• Complete and disseminate new Curriculum Policy	Draft - 4.9.23	NA	All staff will have shared understanding and purpose with regard to expectations of curriculum culture at RPS.	
			• Articulate the 'Curriculum Culture' standards for all teaching staff	4.9.23	NA		
			• Complete long-term planning; specifying subject coverage across the two year cycle of each key phase.	1.9.23	Teachers	- Curriculum Knowledge - Environment - Enrichment - Enabling - Engagement	
			• Complete medium-term planning for new topic units; specifying enrichment opportunities including 1st hand learning & outdoor learning	Ongoing Termly	Teachers		
			• Publish new materials on school website	By October 23	NA	Long term and Medium term planning is complete for the two year cycle in every class, and published for external access	
			• Introduce parents to new curriculum via parent workshop	October 23	NA		
		Promote a love of reading through the effective use of the school library	(see English action plan)			Children enjoy using the library	
			• Decorate Hub	August 23	CG / NA	Children successfully and independently select reading books that are accessible and challenging according to ability	
			• Install new library furniture	August 23	Peter's		
			• Add to stock of current fiction	September 23	JC		
			• Consult externally on effective layout of fiction and non-fiction. Specifically banding KS2 fiction to support independent ability based book selection.	September 23	NA		

			Date	Who	Success Criteria	
		• Layout books with effective sections/labelling of non-fiction; and banding for KS2 fiction	By October 23	NA	**The library is run effectively and sustainably**	
		• Paint mural for library wall	October 23			
		• Consult with staff about the best use of timetabled library sessions; including introductory sessions, and regular sessions for selecting and reading books.	September 23	TD		
		• Establish a system for recorded book borrowing and return	November 23	NA		
		• Create a library use policy	November 23	NA		
		• Appoint librarians (adult and pupil)	November 23	NA		
		• Introduce parents to new library with open reading sessions per class	November 23	NA		
			November 23	NA / Teachers		
Curriculum	Promote a love of reading through regular (planned) adult reading to children	• Create a school/class list of popular 'read aloud' books. Ensure book selection reflects curriculum drivers including diversity and inclusion.	July 23	JC	**Pupils gain** - **a deeper awareness of British values** - **a deeper passion for reading** - **a broader vocabulary**	
		• Read aloud sessions reflected in weekly timetables in each class	September 23	Teachers		
	Embed a revised approach to teaching and learning of foundation subjects	• Complete outstanding knowledge progressions in RSHE, PE, RE, MFL and Computing	September 23	Teachers	**The quality of education is judged 'Good' or better by OFSTED.**	
		• Complete EYFS links in outstanding knowledge progressions	December 23	ER		
		• Complete subject specific vocabulary progressions	September 23	Teachers		
			September 23	Teachers		

		• Revise weekly timetabling to ensure more regular coverage of subjects within topic			
	Embed a revised RSHE currciculum	(see RSHE action plan) • Audit school context to establish core needs of pupils • Work with consultant to create new learning units to ensure NC and school context coverage. Units organised into 'cornertsone' areas of RSHE and PSCE. • Map units and key phase outcomes against new school topics. • Introduce new subject mapping to teachers and set expectations for unit/lesson planning.	June 23 July 23 July 23 September 23	ZR ZR ZR ZR	**Pupils have access to learning that** - **Meet their needs** - **Prepares them effectively to stay safe as they enter adolescence and adulthood**	
Curriculum	Ensure all teaching staff have appropriate training to facilitate their role in school	• Induction for new starters • Phonics training for those new to KS1 •	Ongoing September 23 / January 24	NA NA	**Teachers and support staff are enabled and confident to deliver high quality teaching and learning**	
	Introduce a new approach to home school learning	• Introduce new expectations and parental supports for reading at home via - Newsletter - Parent workshop - Home learning policy • Introduce 'Doodle Learning' to pupils in class • Introduce 'Doodle Learning' to parents via parent workshop and letter home. • Review and revise school home learning policy to reflect requirements on Doodle Learning	 September 23 October 23 November 23	MS Teachers MS NA	**Pupils have access to home learning that is engaging and supportive of school curriculum content.** **Parents are confident in supporting their children to complete homework set.** **Parents are confident in how to support their children with reading at home.**	

		• Teachers to establish and utilise Class pages on the school website for management of information regarding current class learning and home school learning.	January 24	**Teachers**			
**Ensure effectiveness of provision through robust systems of Leadership and monitoring**
Curriculum	Establish and embed a revised model of subject leadership across the school	• Identify Priority (individual) subject leaders • Identify subjects for group leadership + named responsibility for accountability reporting	September 23 September 23	**NA** **NA**	**Teachers and governors are clear with whom responsibility lies for subject leadership**	
	Ensure all teachers have a professional qualification facilitating their intended leadership role	• MS – National Vocational Qualification Senior Leaders • RM – National SEND Award • ZR, MT – 'Shine' Middle Leaders • ER – National Vocational Qualification Curriculum Leaders	July 24 July 24 July 24	**MS** **RM** **ZR, MT** **ER**	**Leaders are accredited with appropriate professional training for role.**	
	Complete and disseminate an RPS 'Subject leaders' handbook.	• Review and create a draft subject leaders handbook • Consult externally and internally on content and finalise draft • Discuss and set expectations for use with teachers/leaders at designated staff meeting.	October 23 October 23 November 23	**NA** **NA** **NA**	**Subject leaders operate their role consistently within school values and expectations.**	
	Create and conduct a robust annual subject	• Complete a subject monitoring policy approach as part of the school curriculum policy	September 23	**NA**	**Governors and agents of accountability judge that the school curriculum monitoring systems are**	

	provision monitoring schedule.	• Disseminate and set expectations for subject monitoring	4.9.23	NA	robust, sustainable and likely to lead to future improvement.	
		• Complete a monitoring action [plan for each subject. The plan should identify priorities for monitoring, the monitoring actions, the date of the monitoring actions and the named staff member responsible.	September 23	NA/Teachers		
		• Diarise all subject monitoring activities on the annual monitoring calendar	4.9.23	NA		

Improve the effectiveness of provision						
Safeguarding	Review and improve whole school culture of safeguarding	• Publish KCSIE 23.	August 23	NA	All staff are aware of the role in safeguarding and the latest updates to statutory policy.	
		• Review and update whole school Safeguarding and Child Protection Policy in line with KCSIE 23	September 23	NA		
		• Review and update staff code of conduct in line with KCSIE 23	September 23	NA		
		• Publish posters of good safeguarding practice and key contact details in staffroom and classrooms. To include	October 23	NA	Staff have access to essential information and recognise the importance of safeguarding in school.	
		- Examples of incident record - Examples of disclosure record - DSL names, photos and contacts - MASH contact details - LADO contact - Threshold of need windshield - Flowchart for escalation of concerns				
	Review and improve the whole school approach to online safety.	(See online safety plan) • Create a school policy for Online Safety	October 23	MS	School provision is effective	
		• Build a whole school ethos around Online Safety and protecting RPS pupils	Ongoing	NA	Pupils are able to articulate clearly how they keep themselves safe online	
				MS		

		• Create a home school agreement focussing on Online Safety	November 23	NA/MS	**All stakeholders are confident about the school's provision for managing all elements of online safety**	
		• Ensure the school's curriculum allows for time to teach online safety effectively	Ongoing	MS		
		• Raise awareness of Online Safety with parents	December 23	MS		
		• Raise awareness of online safety with Governors	November 23			
Safeguarding	Review and improve the whole school approach to Child on Child abuse	• Review and adapt Behaviour policy to more clearly articulate school response to - Online bullying - Harmful sexual behaviour	October 23	NA	**School provision is effective** **Pupils are able to articulate clearly how they stay safe in respect of safe and kind behaviours towards their peers** **All stakeholders are confident about the school's provision for managing all forms of CoC abuse including bullying, online bullying and harmful sexual behaviour**	
		**Ensure effectiveness of provision through robust systems of Leadership and monitoring**				
	Ensure effective training of all staff in safeguarding	• All staff read and sign - KCSIE 23 - RPS Safeguarding and Child Protection Policy - RPS Staff Code of Conduct - RPS Behaviour Policy - RPS Online Safety • All staff complete a Safeguarding Training self-audit	September 23 September 23 September 23 November 23 November 23 September 23	NA NA	**All staff are enabled and confident to** - **articulate their role in safeguarding pupils** - **understand key elements of safeguarding risk**	

		• Produce and deliver a programme of in-house safeguarding training in line with Local Authority recommendations and resources; and in line with staff audit. Plan for delivery over 3 twilight sessions. To include prevent training	**September 23, January 24, April 24**	**NA**	**eg online safety, harmful sexual behaviour** - **understand how to report safeguarding concerns and to whom** - **understand how and when referrals are made to the local authority** - **understand how and when to raise concerns about the conduct of another staff member**

		• DSLs complete external training in
		  - Safeguarding Level 3 (DSL)
		  - Online Safety
		  - Harmful Sexual Behaviour
		  - Prevent
			September 23	**NA, MS, RM, HC**	

Safeguarding	Ensure effective operations of DSL team	• Delegate safeguarding tasks and roles within the DSL teams
		  - Overall leadership, Staff Training, Safer Recruiting, Behaviour (Child on Child Abuse) and Child Protection - NA
		  - Online Safety – MS
		  - Vulnerable Students – RM
		  - Pastoral – HC
			September 23	**NA**	**All DSLs contribute to the effective safeguarding practice at school**

		• Ensure time is allocated to DSLs
		  - Weekly meetings to discuss current concerns, thresholds and next steps
		  - Time for DSL training and follow up work
			Ongoing	**NA**	

	Create and conduct a robust annual safeguarding provision monitoring schedule.	• Complete a safeguarding monitoring policy approach as part of the school safeguarding and child protection policy – specifying that safeguarding monitoring is the responsibility of governors	**September 23** **Full Governors meeting – September 23**	**NA** **NA**	**Agents of accountability judge that the school safeguarding monitoring systems are robust, sustainable and likely to lead to future improvement.**

		• Disseminate and set expectations for safeguarding monitoring with RPS Governors	**September 23**	**RPS Governors**	

		• Complete a monitoring action plan for safeguarding. The plan should identify priorities for monitoring, the monitoring actions, the date of the monitoring actions and the named staff member responsible. To include
		  - Online Safety – filtering and monitoring
		  - Staff training
		  - Safer Recruiting inc Single Central record
		  - Multi-agency working and referrals
		  - Child on Child Abuse
		  - Safeguarding Policy
		  - Vulnerable Pupils
				RPS Governors	

			Full Governors meeting – September 23	**RPS Governors**	
		• Diarise all safeguarding monitoring activities on the annual monitoring calendar			
		• Conduct monitoring actions regularly each term			
Inclusion	To raise the profile of and ensure teachers are effectively using the OAIP document to aid planning and delivery of lessons to ensure quality first teaching for all.	• RM to complete the monitoring overview document stipulating the OAIP focus for termly moderation. Foci determined by profiling of SEN register.	**September 23**	**RM**	**All staff are enabled and confident to understand and use key elements of the OAIP document to support all learners more effectively and especially learners with SEND.**
		• Teachers to specify some provision and strategies recommended in OAIP in the relevant section of the ILP documents they create for children at SEN support.	**Ongoing**	**Teachers**	**There is clear evidence that the OAIP document is embedded within teacher practice, shown through effective targets and provision identified in ILP documents and in referral**
		• When referring new children for the SEN register, teachers to bring OAIP document as part of discussion with SENCo with highlighted area of need and the provisions and strategies already trialled as part of universal provision.	**Ongoing**	**Teachers/RM**	

Inclusion		• Training from Gemma Humphrey (WSCC SEND advisor) to be given to all staff on utilising the OAIP document to help develop adaptive practice and quality first teaching in Autumn term 2023.	**September 23**	**All staff**	**procedures for children with SEND needs.**	
	To ensure ILP SMART targets are monitored, evaluated and assessed effectively to allow for progression and development for children with SEND	• RM to monitor and assess SMART targets set for children in each year group at 3 interval points e.g. at the end of the Autumn, Spring and Summer term. • RM to feedback to teachers about their SMART target effectiveness using data analysis and give suggestions for those children not achieving targets on how to make them more effective and achievable.	**September 23, January 24 and April 24** **September 23, January 24 and April 24**	**RM** **RM/Teachers**	**There is clear evidence from monitoring reports that SMART targets identified in the ILP documents are consistently achieved and help children with SEND to progress and develop their learning further.**	
	To gain an overview of attainment and progress of pupils with SEND	• RM to be involved with or hold own pupil progress meetings termly in order to discuss attainment and progress of children with SEN, as well as to discuss the impact of existing provision.	**Oct 23, March 24, June 24**	**RM/Teachers**	**SENCo is enabled and feels confident in understanding and articulating the attainment and progress of children with SEND at Rusper.**	
	To ensure consistency of SEND support across the school through regular monitoring and assessment of provision and attainment of SEND children	• RM to carry out 3x monitoring visits termly with focus on effective use by teachers of different parts of the OAIP document in helping them provide quality first teaching for all, including learners of SEND (see monitoring document). Monitoring visits to include 3 learning walks around classrooms, 3 book looks and 3 lots of pupil conferencing. • RM to produce report following each monitoring visit that will be shared with teachers at subsequent staff meetings and with the SEN governor. Report will include strengths and areas for improvement.	**Nov 23, Jan 23 and May 23** **Nov 23, Jan 23 and May 23**	**RM** **RM**	**Governors and agents of accountability judge that the school's SEND monitoring systems are robust, sustainable and likely to lead to future improvement.**	
	To ensure parents/carers of children with	• Teachers to meet with parents 3x yearly to share ILP targets for the term and feedback on previous target success.	**September 23, January 24 and April 24**	**Teachers**	**Parents are informed of their children's learning targets, progress and feel**	

	SEND are given regular updates regarding their children's progress, targets and attainment	• RM to arrange parent evenings for Autumn term and Spring Term to meet with parents of children who are currently on SEN register at additional support and SEN support level. • RM to arrange meetings with parents as and when the need arises to share external reports and/or deal with any issues pertaining to a child's additional learning need	**October 23 and February 24** **Ongoing**	**RM** **RM**	**confident in how to support their children's learning at home.**	
Inclusion	To improve the SEND page on the school website to ensure that key SEND information is readily and easily accessible to all parents.	• RM to update the SEND page on the website with relevant more up to date, relevant links/signposts to workshops, training and external agency offer to help support parents better. • RM to develop a SEND newsletter termly to upload onto the website with awareness days/months linked to SEND, updated local offer training and workshops and any notable events linked to inclusion within school that should be celebrated.	**November 23** **November 23, March 23 and June 23**	**RM** **RM**	**Parents of children with SEND feel confident and can articulate where they can find further information and help to support their children's needs further.**	
	To develop pupil voice in relation to learners with SEND	• RM to hold pupil conferencing with a range of children, including those with SEND 3x yearly as part of the monitoring process to ensure views and opinions of SEND children are gathered and used to improve SEND practice in school • RM to meet with children at SEN support and additional support level in the Autumn term to gain pupil voice about their experiences of learning for personalised plans. • RM to develop new ILP document template with pupil voice scale included for children to complete about their own targets.	**Nov 23, Jan 23 and May 23** **October 23** **September 23**	**RM** **RM** **RM**	**School provision is effective** **Pupils are able to articulate clearly how they are supported with their learning and one of their targets for development.**	

For the SENCo to complete National Award for SENCO's training	• RM to attend NASENCO award training starting September 2023 and completing in July 2024. This will involve 12 x training days at the university along with 5 assignments to be completed throughout the year.	September 23-July 24	RM	SENCO leader is accredited with appropriate professional training for role.	