

School Development Plan Summary

2022 - 2023

Vision

The Cambridge Primary School seeks to create a safe, happy and healthy learning environment.

We believe that every member of our community is a lifelong learner. Together we can foster the hopes and dreams of our learning community. We believe that all learners have a right to be challenged and motivated to enable them to achieve their potential academically, personally, socially and emotionally.

As an inclusive learning community we believe that every child does matter and it is our duty to prepare our children for the challenges of the 21st Century. Providing high quality learning experiences is the foundation of our school.

We believe in excellence for all and strive to deliver a wide range of experiences which enable the children to grow in confidence and strive to become successful members of our community.

We believe that Teaching and Learning is a process of co-operative teamwork and welcome and encourage the involvement of parents and others in the community.

Inspiring Minds Together





Main Priorities 2022 - 2023



School Development Target 1

QUALITY FIRST TEACHING | To ensure that all pupils, principally pupils with SEND, are able to make at least expected progress in all subjects through effective quality first teaching, benefiting pupils with SEND.

School Development Target 2

READING | To improve the attainment and progress in Phonics so reading fluency develops at a quicker pace so that all children see themselves as Readers (Reading for Pleasure principles) and can successfully apply their reading and comprehension skills across all areas of the curriculum.

School Development Target 3

MATHS | To achieve the continued and successful implementation of Maths No Problem, alongside maths fluency, across the school, from Early Years upwards, to increase maths progress and attainment and so that our MTC outcome is above the national average. To make effective use of interventions to narrow the gaps for children, particularly in KS2.

School Development Target 4

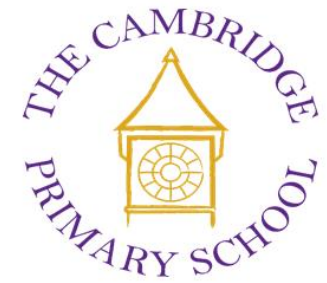
WRITING | To improve the attainment and progress in writing across the school; continuing to build writing stamina, create opportunity for innovation and maintain quality and accuracy in transcription and composition.

School Development Target 5

CURRICULUM DEVELOPMENT | To further develop the school's curriculum, particularly in Science, History and Geography; ensuring strong connections across the curriculum, building on prior knowledge, sticky knowledge and cross curricular links, with a focus on high quality, purposeful texts, resources and 'tier 3' vocabulary (drawing on guidance from local secondary schools).

Main Priorities

School Development Target 1



QUALITY FIRST TEACHING | To ensure that all pupils, principally pupils with SEND, are able to make at least expected progress in all subjects through effective quality first teaching, benefiting pupils with SEND.

Objectives

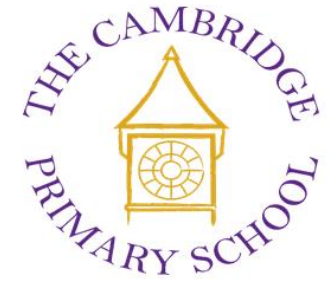
- Positive, supportive environments for all pupils, without exception, enabling all pupils to make at least good progress
- All staff have a holistic understanding of the pupils they work with and their needs
- Consistent, high quality teaching across the school
- Effective, purposeful intervention/catch-up keep up programme which enables monitoring and tracking to review impact
- Clear assessment system used to track the progress of qualitative data and smaller steps, particularly for those who are receiving a personalised curriculum
- Quality communication with all stakeholders (staff, pupils, parents) to ensure all are aware of targets and support in place, promoting an effective home school partnership, with an aligned vision: Inspiring Minds Together.
- Effective deployment of LSAs, which continues to upskill and develop them
- Effective collaboration with local cluster of schools on SEND project, to use evidence based training to identify need, specifically SLCN, accurately and earlier, preventing the long term implications

Actions

- Removing barriers regular reviews of pupil progress and safeguarding meetings, clear direction and instruction in class, which quality modelling and quality assurance of adaptations to learning in planning.
- Quality, curriculum which breadth which builds on prior learning, taught in collaborative classroom environments which encourage interdependence and independence for learning (KAGAN).
- Positive relationships built, modelled and taught (through PHSE & RSE curriculum) – where staff enjoy and actively seek opportunities to compliment, praise and interact with children, forming connections.
- Positive approaches to behaviour, which are consistent across the school – where the effort / reason for the praise is used, rather than a generic “Well done!”
- Understanding the individual needs of pupils, with early identification and intervention support. Individual transition programmes to support movement into, within and out of school. Prioritisation of the importance of home school partnership and clear communication, including hearing the voice of the child.
- Regular assessment (formative and summative) to ensure effectiveness of support, planning, teaching and learning. Where gaps are identified, ‘Rapid Attainment and Progress sessions’ and Booster groups used to close gaps.

Main Priorities

School Development Target 2



READING | To improve the attainment and progress in Phonics so reading fluency develops at a quicker pace so that all children see themselves as Readers (Reading for Pleasure principles) and can successfully apply their reading and comprehension skills across all areas of the curriculum.

Objectives

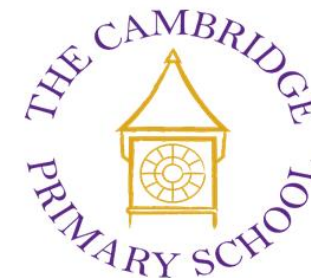
- Consistent phonics provision throughout the school, due to confident teaching and support staff, using the Little Wandle programme.
- Effective assessment leading to swift keep up and catch up phonics intervention.
- Increase in the % of children reaching the threshold for the PSC in Year 1 and Year 2 (retake) so it is in line with or exceeding the national average.
- Staff feel confident to support reading development and promote progress using formative assessment to effectively plan for children's next steps.
- Increased % of children working at expected or better (particularly Y3) and at a greater depth in each year group (particularly Y2).
- Reading skills develop progressively in guided reading planning, across a unit, topic, term and year with aspects of reading taught systematically. To include opportunities to practise 'assessment' style questions.
- Children show confidence, engagement and enjoyment when reading demonstrated through discussion and regular Chatterbooks sessions.
- Parent supporting children's reading development at home.

Actions

- Vulnerable groups are targeted (lowest 20%) with intervention to make accelerated progress and tracked closely in pupil progress meetings using rigorous assessment.
- Rigorous monitoring in place to ensure consistent phonics and reading provision and fidelity to the Little Wandle programme.
- Parents' phonics workshop and support to give parents the confidence to support at home.
- Guided Reading curriculum adaptations to raise reading attainment (focusing on comprehension skills).
- Reading for Pleasure principles adopted across the school and monitored by English lead.
- Pupil progress meetings used to identify and indicate where support is needed.

Main Priorities

School Development Target 3



MATHS | To achieve the continued and successful implementation of Maths No Problem, alongside maths fluency, across the school, from Early Years upwards, to increase maths progress and attainment and so that our MTC outcome is above the national average. To make effective use of interventions to narrow the gaps for children, particularly in KS2.

Objectives

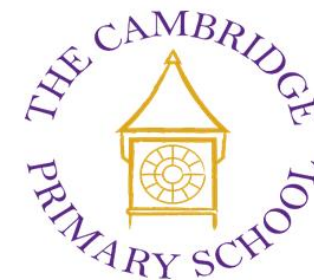
- All pupils will develop and demonstrate problem solving skills, confidence and enjoyment in maths
- Maths fluency will be consistent and embedded
- Y4 MTC attainment is in line with national average
- Gaps narrowed in confidence, understanding and skill
- There will be an increase in the percentage of pupils working at expected in maths and an increase in the percentage of those working at greater depth
- More engagement through home learning opportunities to further deepen learning at school
- MNP to be embedded in EYFS and practical at all opportunities
- Practical 'real life' lessons to be embedded where possible to promote problem solving and context
- Staff to be supported and regularly trained in the teaching of MNP utilising the subject lead where necessary

Actions

- Staff to be, and support others to be, more confident when planning and delivering MNP
- Effective fast feedback, consistently applied across the school, used to identify gaps, interventions/catch-ups required and misconceptions to address
- Maths workshop and support for parents, to support their understanding and ability to support at home
- Early identification and support for pupils in Y3 who may be 'at risk' of not passing Y4 MTC
- Class teacher from each year group (R,1 &2) 1 hour each half term for online training regarding maths fluency and to share their understanding with their year group partner
- Key vocabulary to be introduced at the beginning of each lesson and used throughout to build confidence

Main Priorities

School Development Target 4



WRITING | To improve the attainment and progress in writing across the school; continuing to build writing stamina, create opportunity for innovation and maintain quality and accuracy in transcription and composition.

Objectives

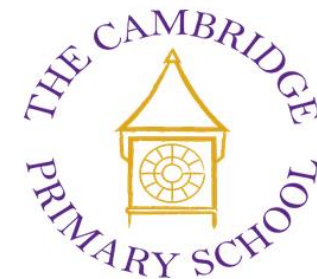
- Children show confidence, engagement and enjoyment when writing
- All children achieve the learning intention in English
- Staff feel confident to support writing development and promote progress
- Planning shows evidence of writing skills developing progressively across a unit, topic, term and year including features of the talk for writing approach
- Books show evidence of a progressive skills development (including stamina) with high standards of transcription and composition across the curriculum, including in foundation subjects; reflecting the school value of excellence
- Spelling is explicitly taught across the school. Children confidently use independent spelling strategies which is celebrated across the curriculum.
- Children exposed to rich, high quality texts which inspires them talk and write using adventurous vocabulary.
- A supportive learning environment develops independence when writing.
- Increased percentage of children working at expected or better (particularly Y3) and at a greater depth in each year group (particularly Y2 and Y4).

Actions

- Quality first teaching including adaptations made to planning
- Vulnerable groups are targeted with intervention to make accelerated progress and tracked closely in pupil progress meetings using rigorous assessment
- Staff use formative assessment to effectively plan for children's next steps
- Opportunities to practise 'assessment' style questions embedded into learning
- Writing curriculum evolved further to raise writing attainment (focusing on transcription skills).
- Accelerated progress teachers and booster sessions used to close gaps and enable children to see themselves as writers.

Main Priorities

School Development Target 5



CURRICULUM DEVELOPMENT | To further develop the school's curriculum, particularly in Science, History and Geography; ensuring strong connections across the curriculum, building on prior knowledge, sticky knowledge and cross curricular links, with a focus on high quality, purposeful texts, resources and 'tier 3' vocabulary (drawing on guidance from local secondary schools).

Objectives

- For children to use tier 3 vocabulary when talking about their learning (informally) outside of the classroom, showing that their learning is deeper than surface level and is inspiring and engaging
- For all children's rich specific vocabulary to be used across the curriculum, showing the depth of their understanding
- For their skill, knowledge and understanding, specifically in Science, History and Geography, to be connected to their KS3 curriculum, preparing them for a smooth transition into secondary school
- For children to be able to see the links between their learning and their everyday lives, inspiring and preparing them for future careers
- For Science and foundation subjects to be an opportunity to build, develop and deepen Reading, Writing and Maths skills

Actions

- Quality texts chosen to support topics. Tier 3 vocabulary drawn from the text (Frayer Models used to support children's understanding).
- Displays in classroom focus around vocabulary and act as a working wall.
- Support sheets/scaffolded tasks open ended to ensure writing/work is not capped.
- Evidence of children taking ownership of learning (KWL and double page spread).
- Increased teacher confidence in the teaching and planning (supported by subject lead).
- Rigorous monitoring in place.

