



Duncombe Primary School Development Plan

Sept 2022 – July 2023

PRIORITY AREAS OVERVIEW:

1.

- **Develop and empower effective leadership at all levels including governance to drive sustainable improvement.**

2.

- **Raise standards (attainment & progress), prioritising groups whose progress has been limited by pandemic and ensure that all pupils are ready for the next stage of their education.**

3.

- **Develop a rich, engaging and broad unbiased curriculum that promotes equity and diversity.**

4.

- **Ensure behaviour and personal development remains highly effective, contributing to better learning and progress.**

OVER-ARCHING AIM:

To ensure leadership, teaching and behaviour is consistently good or better 'in order for all pupils to make better than expected progress and attain at least in line and above nationally expected levels.

TIMELINES FOR IMPROVING PRIORITY AREAS:

PRIORITY 1 - Develop leadership at all levels including governance to drive sustainable improvement.

Timeline for improvement:

By September 2022

- ✓ Review Curriculum and SEF in light of outcomes from 2021-2022
- ✓ Ensure that the ASPIRE ethos is clearly shared and embedded throughout the school
- ✓ All leaders can clearly communicate the School Development Plan and where their responsibility within this lies
- ✓ Ensure the governing body is effective in supporting challenging leaders and have a good understanding of work and priorities for the school
- ✓ Provide greater opportunities for monitoring support for subject leaders
- ✓ Monitor mental health & wellbeing of staff and make necessary adaptations in the light of findings
- ✓ Ensure that there are clear lines of responsibility and a systematic planning system in all aspects of leadership
- ✓ Develop a robust accountability structure that ensures teachers on UPS are leading at least one strand of whole school development

By April 2023

- ✓ Strengthen robust and reliable quality assurance systems especially at middle leader level to support fast improvement
- ✓ Ensure that there is systematic teaching and fidelity to teaching and learning rubric across the school
- ✓ Monitor mental health & wellbeing of staff and make necessary adaptations in the light of findings

By July 2023

- ✓ Review leadership structure to further secure improvement and which impacts positively on the quality of teaching and strong outcomes in all areas of the school
- ✓ Strengthen professional development entitlement.
- ✓ Monitor mental health & wellbeing of staff and make necessary adaptations in the light of findings
- ✓ Embed partnership work such as Islington Education Action Zone, IAMS! transition programme and other schools

PRIORITY 2 - Raise standards (attainment & progress) so they compare favourably against national benchmarks, ensuring that pupils are ready for the next stage of their education.

Timeline for improvement:

By September 2022

- ✓ Review teaching rubric and agree systematic approach to teaching at Duncombe
- ✓ Scaffolding through clear planning and excellent resourcing is evident across all classes
- ✓ Assessment framework agreed, including all subjects
- ✓ Ambitious end of Year targets for EYFS, Phonics, End of KS1, End of KS2 are set
- ✓ Targets are set for all individual pupils especially those with SEND (EHC) and disadvantaged pupils
- ✓ Interventions targeting children are in place as is robust system of monitoring and impact of interventions
- ✓ Ensure that subject leaders/class teachers are creating up to date displays and learning walls to support pupil learning

By March 2023

- ✓ Revise projections in light of December 2022 assessment information
- ✓ In school data is reliable and used diagnostically to ensure pupils make at least good progress across all subjects
- ✓ External quality assurance confirms strong performance.
- ✓ Evaluate impact of assessment practice across the school
- ✓ Review environment impact on learning through pupil voice

By July 2023

- ✓ Performance of all key groups (SEND, Disadvantaged, More Able) matches the performance of all pupils nationally
- ✓ Phonics results by the end of Y1 are at least 80%
- ✓ KS1 outcomes are above national at expected and at the higher standard for individual subjects and for combined
- ✓ A higher proportion of children achieving greater depth
- ✓ KS2 outcomes are above National combined and well above National in individual subjects.
- ✓ KS2 outcomes are above National in greater depth
- ✓ From their individual starting points, all learners demonstrate excellent progress and outcomes

PRIORITY 3 – Develop and implement a rich, engaging and broad curriculum that promotes equity and diversity.

Timeline for improvement:

By September 2022

- ✓ Review and revise curriculum implementation re: the skills sequences and knowledge sequences within units on a half termly basis
- ✓ Ensure that the curriculum has provision for and considers in depth those pupils with moderate and severe learning difficulties
- ✓ Ensure that the curriculum represents the school and wider community through continuing to diversify the curriculum
- ✓ Develop a planned approach to further develop oracy across the curriculum
- ✓ Implement new approach to delivery of the PE curriculum including staff training and development
- ✓ Implement new approach to delivery of computer education including staff training and development
- ✓ Ensure that there are clear links for progression between EYFS curriculum and KS1
- ✓ Further develop monitoring role of middle leaders in subject development through coaching and shadowing activities against 4 areas of deep dive methodology i.e. lesson visits, pupil interviews, teacher interviews, work scrutiny
- ✓ Identify within each unit opportunities to ensure subject specific vocabulary/opportunities to support cultural capital and reading.

By April 2023

- ✓ Review and revise curriculum implementation re: the skills sequences and knowledge sequences of the curriculum subjects within units – as above
- ✓ Revise training needs in the light of term 1 across subjects
- ✓ Implement new approach to delivery of the PE curriculum including staff training and development
- ✓ Implement new approach to delivery of computer education including staff training and development
- ✓ Further develop monitoring role of middle leaders in subject development through coaching and shadowing activities against 4 areas of deep dive methodology i.e. lesson visits, pupil interviews, teacher interviews, work scrutiny
- ✓ Identify within each unit opportunities to ensure subject specific vocabulary/opportunities to support cultural capital and reading.

By July 2023

- ✓ Review assessment and marking arrangements across the curriculum
- ✓ Further develop monitoring role of middle leaders in subject development through coaching and shadowing activities against 4 areas of deep dive methodology i.e. lesson visits, pupil interviews, teacher interviews, work scrutiny
- ✓ Full evaluation of implementation strategy and revision of whole curriculum offer going into the academic year 2022-23

PRIORITY 4 - Ensure behaviour and personal development remains highly effective, contributing to better learning and progress.

Timeline for improvement:

By September 2022:

- ✓ Communicate and embed the Duncombe behaviour policy that continues to utilise a trauma informed practice for our most challenging pupils
- ✓ Systems around pastoral care are reviewed and evaluated to ensure better communication between staff
- ✓ Ensure a consistent approach to BFL in all phases, year groups and classes from all adults
- ✓ Review playground activities and resources to support excellent behaviour
- ✓ Involving a significant proportion of children in leadership activities
- ✓ Taking robust action on attendance below 96%

By April 2023

- ✓ Mental health and wellbeing is continually promoted through strong links to sport and activity
- ✓ Reviewing attendance and punctuality so it remains above national for all key groups
- ✓ Target families of persistent absentees through coffee mornings and parental workshops
- ✓ Continue to work with outside agencies such as the Sunflower Project, CAMHS and Chance UK to support children and families in challenging circumstances

By July 2023

- ✓ Fostering excellent attitudes to learning in lessons
- ✓ Providing a curriculum offer which supports personal development, health and welfare

- ✓ Promoting raised aspirations through a curriculum offer which exploits London wide opportunities and builds cultural capital of our pupils
- ✓ Continuing to develop an excellent, bespoke transition programme for our year 6 pupils as they prepare for secondary school
- ✓ Fixed term exclusions are reduced

MONITORING & EVALUATION

- The following plan will be subject to **termly review** using the intended outcomes and impact, which will incorporate quantifiable data as the basis of review.
- On-going monitoring and evaluation activities that will be used to judge the impact of all targets and actions throughout this plan.
- All judgements will be benchmarked against Ofsted requirements using the Ofsted handbook
- Governors or delegated representative will conduct termly self-evaluation exercise with the SLT
- We will use the Local Authority and external expertise to quality assure judgements.

School leaders:	Governing Body:	External QA
<ul style="list-style-type: none"> • Half termly pupil progress meetings conducted between Headteacher, Deputy Head, Inclusion Manager and class teacher • Half termly lesson observations (to include book look & pupil interviews) as per the monitoring cycle conducted by the SLT • Weekly planning, work scrutiny conducted by the SLT • Scrutiny of pupil achievement data (by SLT) including attainment and progress for whole cohorts and groups (including SEN, Disadvantaged, EAL, Ethnic Groups, More able and gender) on a half termly basis to evaluate progress against targets set. • Termly Progress review meetings conducted between the link Adviser, the LA, the Head Teacher and SLT, the Chair of Governors (as appropriate) • Pop In monitoring of Teaching and Learning and behaviour. 	<p>Scrutinise and challenge evaluative reports at every review point. These reports will form the principal agenda item of the achievement committee meetings and termly full governing body meetings. Evidence of this scrutiny will be minuted.</p> <p>The evaluative reports will include the following:</p> <ul style="list-style-type: none"> • detail on the impact of planned intervention work analysed by subject leaders then reported to SLT and governors. • the outcomes of monitoring activity and professional development how that has led to improvements in practice • how the use of pupil premium funding in particular is resulting in accelerated achievement of disadvantaged children. • Reports on the quality of work in children's books • Termly data analysis to include attainment and progress by year group and by vulnerable groups (Disadvantaged, SEN, EAL, More able) in comparison with the cohort as a whole and where applicable, national averages • Link visits from governors 	<ul style="list-style-type: none"> • The Adviser or external consultant will be involved in jointly monitoring progress on a termly basis through, for example, data analysis, lesson observations, and work scrutiny. • The Adviser or external consultant will work closely with school leaders to commission any additional support that might be needed to ensure the school meets its milestones. • The Adviser to support school self-evaluation in preparation for Ofsted inspection.

PROJECTED OUTCOMES 2023

	Children who met the GLD
All children (51)	75%
PP	70%

*last year only 45% of PP children met the GLD

Phonics screening check	Target
All children	85%
PP	75%

*Last year 66% of PP children passed the PSC

End of Key Stage 1 2023	Reading	Writing	Maths
At/above expected	80%	80%	80%

Working at greater depth	25%	25%	25%
Combined reading, writing, maths Expected	75%		
Combined reading, writing, maths Greater Depth	25%		

End of KS2	Reading	Writing	Maths
At/above expected			
Working at greater depth			
Combined reading, writing, maths Expected			
Combined reading, writing, maths Greater Depth			

Phonics:

- 2022 Phonics Screening Check – Year 1 –
- 2022 Cumulative Phonics Screening Check – Year 2 -

Good Level of Development (GLD)

- 2022 – At GLD –
- 2022 – Exceeding GLD =

Operational Actions & Evaluation

PRIORITY 1 – Develop and empower effective leadership at all levels including governance to drive sustainable improvement.		
Key actions for Autumn 2022	Key actions for Spring 2023	Key actions for Summer 2023
<ul style="list-style-type: none"> • SLT present CPD offer for year, assessment plan for year and teaching and learning expectations in INSET day September • SLT communicate the clear , strategic vision for the school to all staff (INSET Sept) • ECT's and new to Duncombe teachers trained in expectations of teaching and learning at Duncombe • Subject leader training to improve outcomes for children across all subjects. • Foundation subject leaders to lead CPD on teaching sequences and lesson structure, and feedback to staff re. monitoring visits. • Greater opportunities for monitoring support for middle leaders. • Review SDP priorities for spring / summer, following data analysis, pupil progress meetings and book looks. • Staff wellbeing to be planned throughout the term staff – drop in sessions, signposting etc. • Middle leaders to lead CPD across all subject areas: How do we teach —— at Duncombe ? How do we ensure that children retain what they have been taught? 	<ul style="list-style-type: none"> • SLT to introduce 'Leadership Matters' training and begin implementation • Middle leaders to visit outstanding schools - EYFS to Hanover, Science to Gillespie ,all to Future Zone(moderation), Humanities continue to work with History and Geography subject leads through LEA and Future zone • Middle leaders to continue enhanced monitoring and gathering of pupil voice to support improvements. • Staff wellbeing lead to a wellbeing survey to gauge how to best support staff in their roles. Implement findings. <p>Proposed Governor visits –</p> <ul style="list-style-type: none"> • Disadvantaged pupils - progress and attainment. • Staff wellbeing / mental health • Equality and diversity across the curriculum • How successful has the school been in further developing the role of subject leaders? • Safeguarding / SCR 	<p>Review leadership structure, including foundation subject leaders. Middle leaders to assess end of year pupil outcomes across all foundation subjects. Review foundation subject yearly overview, gather pupil voice, and carry out book look to ensure that learning is progressive and sequential through the year, and year on year. Maths and English leaders to analyse outcomes for all groups of pupils, and feedback to staff on priorities for next academic year.</p> <p>Subject leaders to develop effective partnerships with local schools, ensuring robust and reliable teacher assessments across all subjects at the end of key stage 1.</p> <p>Proposed Governor visits –</p> <ul style="list-style-type: none"> • End of year outcomes for all pupils including SEND and disadvantaged. • Safeguarding / SCR

<p>Governor or visits –</p> <p>Safeguarding / SCR</p> <p>Pupil engagement</p> <p>Core subjects - Literacy and Maths (including Early Reading)</p> <p>PE and Sports Premium</p> <p>Governing Body training on the strengths and challenges for the school.</p>		
Evaluation (for Governors) EXAMPLE	Evaluation	Evaluation
<ul style="list-style-type: none"> • Staff have a clear understanding of the teaching sequences in foundation subjects, including transition from EYFS to KS1, following CPD sessions led by subject leaders. • Additional monitoring opportunities, together with external advisor support, have ensured that leaders are well equipped to effectively support staff and monitor their subjects with greater confidence. • Maths and English leaders have effectively used pupils' informal assessments to identify areas for development next term and close any gaps through planned interventions. • Staff wellbeing continues to be closely monitored and supported in the light of increasing staff sickness and pupil cases. A wellbeing item is included in weekly staff briefings. • Termly visits and governing body training have enabled governors to have a good understanding of the strengths and challenges for the school. They are clear on 		

the priorities identified in our updated SDP and the projected outcomes for pupils at the end of the year. This enables them to effectively challenge school leaders		
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PRIORITY 2 -. Raise standards (attainment & progress) so they compare favourably with national benchmarks, ensuring that pupils are ready for the next stage of their education.

Key actions for Autumn 2022	Key actions for Spring 2023	Key actions for Summer 2023
<ul style="list-style-type: none"> Assessment framework for EYFS and all subjects to be agreed. Set ambitious end of year targets, based on assessment data, past SATs papers for Y2 and Y6 , RWI assessments across EYFS and Y1. SENCo and class teachers to set targets for SEND and disadvantaged pupils; identify interventions. Undertake a school SEND review with LA. Determine intervention groups for spring term based on Dec data analysis. Provide training on classroom/ whole school environment from outside consultant (Ruth Luzmore) Implement further rigour in the teaching of times tables ‘preparing for year 4 from year 1’ 	<ul style="list-style-type: none"> Assess the reliability of teacher assessments in reading and writing, using additional diagnostic information from book looks, NFER and Target Tracker English leader to plan a reading and writing intervention for more able Y2 / Y6 pupils to reach greater depth in reading and writing at the end of KS1. Maths leader to plan a maths intervention for more able Y2 /Y6 pupils to reach greater depth in maths. Revise projections for end of year attainment in light of data drop. Revise intervention groups in the light of attainment and progress of groups of children, including disadvantaged and SEND. Quality assure in school data: Moderate data across classes, with SLT and subject leaders, Future Zone writing moderation and external advisor. Implement recommendations from the School SEND review. Whole school times tables tests 	<ul style="list-style-type: none"> Phonics leader to ensure that phonic interventions effectively meet the needs of lower attaining pupils, including disadvantaged and SEND, resulting in at least 80% of children achieving expected level at end of KS1. English leader to support a reading and writing intervention for more able Y2 /Y6 pupils to reach greater depth in reading and writing at end of KS1/KS2 Maths leader to support a maths intervention for more able Y2/Y6 pupils to reach greater depth in maths. Targeted interventions for lower attaining pupils will ensure that a higher proportion of children will achieve the expected level of attainment at the end of KS/KS2. Subject leader to monitor the

		progress and attainment of SEND and disadvantaged pupils.
Evaluation	Evaluation	Evaluation

PRIORITY 3 - Develop a rich, engaging and broad unbiased curriculum that promotes equity and diversity.

Key actions for Autumn 2022	Key actions for Spring 2023	Key actions for Summer 2023
<ul style="list-style-type: none"> • Middle leaders to review knowledge sequences and skills sequences for clear progression • Middle leaders to monitor their subject units, ensuring opps for cultural capital, reading, and subject specific vocabulary • CPD on PE for all teaching staff • CPD on retention in all subject areas (led by middle leaders) • Timetable blocked to ensure a breadth and depth of coverage in all subject areas • Plan in deep dive across all subject leads through SIP visit on 21st September • Middle leaders to review curriculum further for potential changes in Spring with diversity and equalities 	<ul style="list-style-type: none"> • Middle leaders to review teaching sequences, focus on the impact of them against our curriculum drivers. INSET Jan 2022 Middle leaders – review of subjects and identify staff training and development. • Middle leaders to continue with coaching and shadowing support; planned release time. • Middle leaders to monitor class book areas, ensuring high quality topic books are impacting on learning and reading for pleasure is prevalent throughout the school • Increase opportunities planned for reading for pleasure across the school and links with home learning – author of the month, author visits, challenges and family competition linked to new reading benches in playground. • Use pupil voice on reading for pleasure and across curriculum subjects to review our reading provision in school. 	<ul style="list-style-type: none"> • Middle leaders to: <ul style="list-style-type: none"> -review whole school curriculum map for all subjects INSET day July -ensure that curriculum drivers are implemented fully across all units of work- particular focus on diversity and equality -review assessment arrangements across all subjects •
Evaluation EXAMPLE	Evaluation	Evaluation
<ul style="list-style-type: none"> • Middle leaders have effectively reviewed teaching sequences, ensuring that all opportunities are maximised within units to include additional reading opportunities and wider experiences. We will continue to enrich our learning offer with parental input 		

linking to religious festival days and cultural celebrations eg Black History Month, Hanukkah and Christmas <ul style="list-style-type: none"> Feedback from children and staff, following CPD, is that PE lessons are more active and engaging with coach and teacher. Pupils are able to explain their learning using subject specific vocabulary and explaining how exercise and nutritious eating impact on our health. 		
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PRIORITY 4 - Ensure behaviour and personal development remains highly effective, contributing to better learning and progress.		
Key actions for Autumn 2022	Key actions for Spring 2023	Key actions for Summer 2023
<ul style="list-style-type: none"> Communicate the Behaviour Policy and BFL expectations clearly at September INSET to all staff Develop a system for monitoring warnings and low level classroom disruption- provide support and training to teachers so that they can establish their routines Ensure that there is an agreed system for use of the reflection room, scaffold reflection sheets and monitor regular attendees Swiftly deal with challenging behaviour using a trauma informed practice with consistent boundaries and expectations Ensure a weekly pastoral meeting is scheduled with clear purpose and actions Gather pupil voice on playground, lunch, and classroom behaviours. 	<p>Gather feedback from parents and pupils re. playground behaviour and resourcing. Parent workshop – sex and relationship policy. Raise the profile of the pupil ambassadors work across the school community, including links outside the school.</p> <p>Review attendance and punctuality data. Embed and maximise opportunities to engage with the arts – theatre, dance, concerts, art galleries, strengthening offer for disadvantaged pupils.</p> <p>Harness opportunities locally, and in London, to enhance our outdoor learning offer.]</p> <p>.</p>	<p>Art leader to work with the whole school to implement art exhibition linked to the Take one picture project with National Gallery and link with literacy lead for Kenwood House Art and Writing project</p> <p>Whole school health / sports week. Involve parents in sharing how families keep healthy – range of healthy eating and keeping fit e.g. benefits of other sports not offered at school like cycling, walking, swimming etc. Links with Sports Day.</p> <p>Review impact of participation in 11 by 11</p> <p>Review behaviour and attendance data to inform evaluation</p>

<ul style="list-style-type: none"> • Additional resources for playground to facilitate team games and social interaction. • Training for MDMS and TAs. • Consult parents on the sex and relationship policy –Parent Forum • Class elections for School council, Eco council, Stair monitors, Reading Buddies Sports Coach and First Aid Angels - provide training for pupils - UPS teacher to lead on this • Plan for participation in 11 by 11 • Apply for school mental health award • Develop an overview for Personal Development for whole school 		
Evaluation	Evaluation	Evaluation
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