

Newton Tony Primary School CE VC

Our School Development Plan 2023-2025

Our school is a safe, welcoming and nurturing school that offers a sense of belonging. We are situated in a small, rural village and we pride ourselves that we know each and every child. Our strength lies in putting the needs of the child at the heart of everything we do. We offer an exciting and stimulating curriculum, with high quality teaching that provides a rich, rewarding and enjoyable learning environment for all. Through a solid partnership working with parents, our church and His Majesty's Armed forces, we encourage children to become confident, caring and independent young learners. We believe that 'Everyone cares and Everyone counts'

In our school our vision is underpinned by the bible verse 'Love One Another As I Have Loved You' (John 15:12) ; it shapes all we do.

Our Aims:

- 1) To ensure progress and achievement improve in mathematics so more children at the end of KS2 achieve the expected standard.
- 2) Adults in the EYFS continue to use their assessment of children's learning in the early years to plan activities which help children to develop their early writing and number skills effectively. (link to OFSTED finding 2019)

Our Outcomes:

- 1) At the end of KS2 the % of our children who achieve the expected standard in mathematics is in line or above Wiltshire LA and national outcomes.
- 2) The % of our children who achieve the early learning goal in writing and number is in line or above Wiltshire LA and national EYFS outcomes.

Aim	1)To ensure progress and achievement improve in mathematics so more children at the end of KS2 achieve the expected standard in mathematics.				
Success criteria	a) All children make a minimum of 2.5 airpoints progress from their starting points (September 2023 – July 2024). b) At the end of KS2 the % of children who achieve the expected standard in mathematics is in line or above Wiltshire LA and national outcomes.				
Objective	Steps needed to achieve objective	Resources	Lead responsible	Timeline	Indication of success
1. To ensure progress and achievement improve in mathematics so more children at the end of KS2 achieve the expected standard in mathematics	a)Ensure all children have access to high quality teaching by investing in staff training opportunities and supporting resources. Maths Lead to introduce new White Rose planning across the school.	<ul style="list-style-type: none"> • CPD to support development of teaching and learning £ 500 • Maths Advisor Linda Wynne to support staff (NOV) • Budget provision for staff training £1000 • Strategic Heads Cluster to share good practice. £30 a term. 	<ul style="list-style-type: none"> • Head Teacher • Staff • Maths Advisor • Progress and Achievement Governor • Finance and Management and Teaching and Curriculum governor sub-committees 	Throughout academic year (September 2023-July 2024)	<ul style="list-style-type: none"> • Staff have the opportunity to access high quality CPD via Right choice and other settings. • Internal and external Lesson observations and learning walks from Maths Advisor evidence high quality teaching provision.

Objective	Steps needed to achieve objective	Resources	Lead responsible	Timeline	Indication of success
2.To ensure all children make a minimum of 2.5 airpoints progress from their starting points.	a) <ul style="list-style-type: none"> Teaching staff to complete progress INSIGHT tracker (ongoing assessment) Teaching Staff to complete White Rose unit assessments and Benchmark by Week 3 Autumn Term EYFS to complete EYFS Baseline. See Monitoring and Assessment timetable for more detailed assessment. 	<ul style="list-style-type: none"> INSIGHT annual subscription £352 Staff meeting time EYFS staff to have access to RBA 	<ul style="list-style-type: none"> Admin officer to continue to purchase INSIGHT and maintain subscription Head Teacher to give staff time to complete trackers in staff meeting Head Teacher to train new staff 	<p>EYFS staff to complete RBA baseline by week 3.</p> <p>Y1-Y6 Every term complete White Rose unit Assessments.</p>	<p>Teaching staff will complete the assessments identified on the monitoring and assessment timeline.</p> <p>INSIGHT tracker completed by teachers and data then inputted by the end of T2, T4 and T6.</p>
	b) Ensure all teaching staff understand all the functions of the progress tracker.	<ul style="list-style-type: none"> INSIGHT tracker Staff meeting 	<ul style="list-style-type: none"> Head Teacher to lead staff meeting to discuss tracker. 	September 2023	All teaching staff understand all the functions of the progress tracker
	c) Arrange time for teaching staff to discuss data and children's progress	<ul style="list-style-type: none"> Staff meetings x 3 INSET days 	<ul style="list-style-type: none"> Head Teacher to schedule staff meeting and INSET days Teaching staff to assess learning and input data in preparation for the meetings. Progress Governor 	<p>Last week of every term T2,T4,T6</p> <p>INSET x2 annual</p>	Teaching staff have inputted the progress data for all children by the end of each term. Children who need additional support identified. QFT for children who need extra support.
	d) Monitoring of progress data by subject leaders prior to pupil progress meetings.	<ul style="list-style-type: none"> Staff meetings x 3 Pupil progress meetings x 3 Progress governor attend x3 meetings Teaching and Learning governor sub-committee reports x3 Clerk of governors £1650 	<ul style="list-style-type: none"> Head Teacher to schedule staff meeting Subject Lead D Clarke to monitor coverage and marking, progress and attainment Subject Lead to liaise with progress governor 	Once a term T2, T4, T6	<ul style="list-style-type: none"> Subject leader has evaluated their subject progress information and shared this information with progress governor and senior leadership at pupil progress meetings. <p>Consider: Are children achieving age expected standards? Have all children</p>

			<ul style="list-style-type: none"> Subject lead to pupil conference children. 		made expected progress? Are disadvantaged children making progress?
Objective	Steps needed to achieve objective	Resources	Lead responsible	Timeline	Indication of success
<p>2. (continued)</p> <p>To ensure all children make a minimum of 2.5 airpoints progress from their starting points</p>	e) Monitoring of progress data by senior leadership and progress governor during pupil progress meetings. Children identified who have not made expected half termly progress (0.5 airpoints) during pupil progress meetings.	<ul style="list-style-type: none"> Pupil progress meetings x 3 Progress governor attend x3 meetings Teaching and Learning governor sub-committee reports x3 Clerk of governors £1650 	<ul style="list-style-type: none"> Teaching staff Progress governor Head Teacher Teaching and Learning sub committee 	Once a term T2, T4, T6	<ul style="list-style-type: none"> Senior Leadership and progress governor have identified children who have not made expected progress and planned interventions have been discussed with class teacher. Progress governor has attended meetings each term, completed governor visit report and feedback has been given to teaching and learning governor sub-committee Governors challenge the HT with questions about the data and monitor the progress of children, in particular disadvantaged children, who nationally underachieve.
Aim	2) Adults in the EYFS use their assessment of children's learning in the early years to plan activities which help them to develop children's early writing and number skills effectively.				
Success criteria	a) The % of our children continue to achieve the early learning goal in writing and number is in line or above Wiltshire LA and national EYFS outcomes				
Objective	Steps needed to achieve objective	Resources	Lead responsible	Timeline	Indication of success
1.To ensure staff and children have access to a high	a)Evaluate EYFS indoor and outdoor provision using the new Early Excellence audit	<ul style="list-style-type: none"> EYFS audit materials Indoor and outdoor refurbishment £3000 	<ul style="list-style-type: none"> Head Teacher EYFS lead 	September 2023	<ul style="list-style-type: none"> The audit identifies areas for development indoors and outdoors. Both indoor and outdoor provision is developed

quality indoor and outdoor setting					<p>using school budget funding</p> <ul style="list-style-type: none"> A second audit measures the impact of the development in October 2023
2.To ensure EYFS staff understand how to use assessment to plan activities to develop early writing and number skills effectively	a)Ensure all children have access to high quality teaching by investing in staff training opportunities and supporting resources.	<ul style="list-style-type: none"> CPD to support development of EYFS teaching and learning Budget provision for staff training £1000 Curriculum materials provision £1000 	<ul style="list-style-type: none"> Head Teacher EYFS Staff Finance and Management and teaching and curriculum governor sub-committees 	Throughout academic year	<ul style="list-style-type: none"> EYFS Staff have the opportunity to access high quality CPD via Right choice and other settings. Internal and external Lesson observations and learning walks evidence high quality EYFS teaching provision.
	b)Differentiated provision evident in EYFS planning, assessment and teaching and learning	<ul style="list-style-type: none"> Curriculum materials provision £1000 TAPESTRY assessment £120 	<ul style="list-style-type: none"> EYFS teaching staff 	Throughout academic year	<ul style="list-style-type: none"> EYFS staff have researched differentiated continuous provision and implemented this research into their planning and learning opportunities Internal and external Lesson observations and learning walks evidence high quality EYFS teaching provision.
Objective	Steps needed to achieve objective	Resources	Lead responsible	Timeline	Indication of success
3)The % of our children who achieve the early learning goal in	a)All children make expected age related progress from their starting point	<ul style="list-style-type: none"> EYFS benchmarking materials 	<ul style="list-style-type: none"> EYFS teaching staff 	Benchmark completed by Week 3 Autumn 1 term 2023	Benchmarking of all children is completed by Week 3 in Autumn 1 term.

writing and number is in line or above Wiltshire LA and national EYFS outcomes	b) Arrange time for teaching staff to assess and input progress on the tracker.	<ul style="list-style-type: none"> • Staff meetings x 3 	<ul style="list-style-type: none"> • Head Teacher to schedule staff meeting • Teaching staff to assess learning and input data 	<p>September 2023</p> <p>End of Spring Term 2024</p> <p>End of Summer term July 2024</p>	Teaching staff to completed baseline and completed Tapestry in Spring and Summer terms
	c) Monitoring of EYFS progress data by EYFS leaders prior to pupil progress meetings.	<ul style="list-style-type: none"> • Staff meetings x 3 	<ul style="list-style-type: none"> • Head Teacher to schedule staff meeting • Teaching staff to assess learning and input data 	<p>September 2023</p> <p>End of Spring Term 2024</p> <p>End of Summer term July 2024</p>	<p>EYFS leaders have evaluated progress information and shared this information with EYFS governor and senior leadership at pupil progress meetings.</p> <p>Consider: Are children achieving age expected standards? Have all children made expected progress? Are disadvantaged children making progress?</p>