



**LOXWOOD**  
SCHOOL

# DEVELOPMENT PLAN 2019-21

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## Loxwood Primary School Vision Statement

Loxwood School is a small school that values its special relationship with the community which underpins the school ethos

Loxwood School encourages a love of learning. The high expectations of both pupils and staff ensure that effort and success are equally valued and the children achieve their full academic potential. Key to this is the provision of a broad and balanced curriculum, where variety of teaching styles are used effectively to stimulate children and match provision to their individual needs.

Loxwood School strives to help children develop into thoughtful and responsible young people, who respect themselves and each other. We aim for all children to feel valued and have confidence in their own abilities.

We strive to use our resources effectively and support the professional development of our staff which will enable all our children to become successful.

We aim to develop a positive, two-way relationship with parents and the local community which will bring benefits to all, through the shared exchange of information, skills and experiences.

We aim to create a community-based school where both children and community benefit in the sharing of the school and its resources.

Our vision is to foster a positive ethos throughout our school where we work together to provide an excellent all-round education for our children.

<b>Key Issue 1:</b>	<b>Quality of Education</b> <b>To complete the development of a broad and balanced curriculum that supports the progression of key skills in all subjects</b>
<b>Key Issue 2:</b>	<b>Quality of Education</b> <b>To continue to develop the use of AFL (Assessment For Learning), specifically in relation to the use of the Feedback and Marking Policy; raising standards and progress for all pupils in all subjects</b>
<b>Key Issue 3:</b>	<b>Behaviour and Attitudes</b> <b>To build stronger links between the whole school vision, the curriculum, the behaviour policy and the safeguarding of pupils and communicate this intent to all stakeholders</b>
<b>Key Issue 4:</b>	<b>Leadership and Management</b> <b>To improve and develop the skills of leadership within the school including subject leadership with a focus on raising standards and progress particular greater depth learning</b>

Whole school targets:

1. For pupils to achieve and make progress in line or better than National (data from fft due in November)
2. Pupils identified with special needs or specific circumstances to be provided with support to ensure good progress according to the individual
3. For books to evidence progress in skills across all curriculum areas
4. For standards in writing to be high across all subjects; evidence for writing, GPS (Grammar Punctuation and Spelling) and spelling to be taken from a wide variety of sources

**Key Issue 1**

**Quality of Education**

**To continue to develop a broad and balanced curriculum that supports the key skills in all subjects**

**Rationale**

The development of a whole school approach to planning has a number of benefits. Teachers can plan in teams, this helps creativity, shares work load and helps to monitor a progression in skills across year groups. The shared themes across the whole school will strengthen the progression of skills in the foundation subjects as pupils move through the school. There will be more opportunities for the arts and humanities to be taught whilst reinforcing a love of reading and writing. Strong cross curricular links will allow for more in depth learning and inspire the children's interests and passions.

**With clear skills progressions within each planning unit, a team approach to planning progression and close monitoring by all leaders it is hoped that progress will increase for all pupils**

**Intent**

- For pupils to experience a broad range of subjects and topics as they progress through the school
- The new Sex and Relationships curriculum is woven into the whole school planning
- For teachers to foster a love of reading through all subjects – with topics linked to high quality text and opportunities to use the school library
- For pupils to make good or better progress across all subjects whilst making links with skills that they transfer from one subject to another
- Progress of skills for pupils in all subjects is clearly evidenced in short, long and medium term planning and this is closely monitored by subject leaders
- Progress of intent is evident in books
- Pupils can articulate the whole school approach to planning
- Phonics within the Early Years (EYFS) and KS1 (Key Stage 1) is strong and provides a sound foundation for pupils reading and writing as they progress into KS 1

**Where are we now?**

- Leaders have developed a whole school approach to the curriculum to ensure that all subjects are represented and valued
- The Intent and implementation of the curriculum has been developed by all teaching staff and there is a clear process and focus
- Each term has a theme celebrating the skills of a particular foundation subject, Autumn Term is Discover, Spring Explore and Summer Create
- Planning across the school is linked to high quality text. All pupils are read to every day
- Teachers plan in teams and this strengthens the progression in skills as the children move through the school, teachers are more aware of what has been learnt and what the next steps are
- Quality of writing is consistent across all subjects

## Key Issue 2

### Quality of Education

To continue to develop the use of AFL, specifically in relation to the use of the Feedback and Marking Policy in raising standards and progress for all pupils in all subjects

#### Rationale:

Increasing children's ability to self-assess, developing their resilience, independence and a growth mind set will enable them to move their own learning on by clearly understanding where they are, where they need to be and what they need to do in order to get there. There is evidence of AfL marking in English and Maths however this needs to be developed across all subjects. More consistency across the school of evidence of pupils editing their work and being given feedback at the point of learning will support greater progress

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- To improve progress for groups of pupils teachers adopt a Plan, Do Review cycle in teams
- The Interim Framework is used effectively to assess attainment – although planning isn't limited to these assessment areas
- Pupils are identified early if not making expected progress and referred to SENDCo (Special Educational Needs Coordinator) and/or evidenced on Class Action Plan with support given
- ILP's (Individual Learning Plans) use SMART targets that are shared with the parents and the pupils. The team of staff around the child participate in implementation of interventions and evaluating ILP's
- AfL practice is used across all subjects
- Pupils to be taught to reflect on their learning to enable them to move their learning on i.e. editing their work with non-negotiable needs to be more consistent across the school
- Pupils are consistently reminded to go back and green pen their non-negotiables – time is given by the teacher to do this
- Pupils comments reflect this ability
- Pupils and teachers feedback is consistently related to the Learning Intention
- If teachers provide comments or next steps – there has been an opportunity for the pupils to respond
- My Learning Time to continue to be further developed as a way to increase evidence of children's independent learning and for children to be able to challenge themselves during this period, evidencing greater depth learners
- For Teaching and Learning Policy to include a clear whole school My Learning Time ethos – what does it 'look like' in each Key Stage?
- Progress is evident in books; the learning intentions are clear
- Impact of AfL strategies are monitored and learning is assessed to ensure progress is good or better

#### Where are we now?

- AfL is particularly evident in English and Maths
- Book looks evidence progress for all pupils although not enough progress is made by some groups
- Aspects of AfL are clearly embedded within the culture of the school allowing for pupils to develop growth mindsets, e.g. talk-partners, green pen marking, questioning
- There is evidence of pupils commenting on their learning however, more training is needed for these comments to be consistently useful
- Green pen editing is evident from Year 1 onwards and pupils understand that the green pen is to edit their work
- Evidence of pupil voice is evident and improving but not consistent across the school
- Evidence of pupils being identified early using the internal Cause for Concern form
- Class Action Plans detail interventions for pupils within the Quality First Teaching practice
- SENDCo supports teachers swiftly with strategies for pupils with barriers to learning
- Effective training is sought when complex learning needs arise to up skill all staff as quickly as possible

**Key Issue 3**

**Behaviour and Attitudes**

**To build strong links between the whole school vision, the curriculum, the behaviour policy and the safeguarding of pupils and communicate this intent to all stakeholders**

**Rational**

**Over the last three years the school has reflected the schools vision in all areas of the community including; the approach to learning, the behaviour policy, the safeguarding culture and the wider community however, we now need to make these links very clear to all stakeholders and embed our values**

**Intent**

- School vision to be known by all stakeholders
- A culture of Safeguarding is clearly evidence within the school community
- All policies and practice to reflect this including the website
- Whole staff approach to learning and behaviour reflects this and is consistent for parents
- Curriculum intent is clearly communicated to the school community including children, parents and visitors
- The Loxwood Way (which reflects the vision of the school and British Values) is consistently applied across the school
- A Restorative Practice approach to behaviour is consistent across the school; this reflects the vision and complements AfL approach
- Children's well-being is our highest priority and this is reflected in all aspects of school life including internal referrals, our involvement with IPEH/MASH and our safeguarding culture
- The well-being of staff is prioritised by leaders; all aspects of our practice are monitored and evaluated to ensure impact on learning so no time is wasted
- Diversity is discussed and celebrated to enable children to access the diverse aspects of our country and culture from a small rural setting

**Where are we now?**

- Safeguarding is a high priority in the school and all staff and volunteers understand their responsibilities within this. There is a lack of confidence when being questioned by external agencies although this is being addressed with training
- Whole school behaviour policy was developed with staff and children last year The Loxwood Way
- The Whole School Teaching and Learning Policy has been developed by teaching staff and the first draft is nearly complete to share with the stakeholders
- The AFL approach to learning complements Restorative Practice techniques
- There is already a culture of Inclusion and Inclusive practice that is held strongly by all staff, visitors and governors
- Staff well-being is prioritised by Leaders, this is evidenced by Governors and SIP monitoring visits. Work load, policies and practices are also an agenda item for staff meetings

**Key Issue 4**

**Leadership and Management**

**To develop the skills of leadership within the school including subject leadership with a focus on raising standards and progress particular greater depth learning**

**Rationale**

**Empower and enable all staff to contribute their leadership skills to the school within their area of responsibility. Within the school develop a culture of learning at all levels; ensuring staff have the opportunities to progress within their personal CPD whilst positively impacting on the school and the pupils learning**

**Intent**

- Senior leaders (SLT) to ensure school vision is visible for whole community
- For all staff to view themselves as leaders within their area of responsibility
- For all staff to have a shared understanding of the school's Intent and vision and to work within this ethos
- Subject leaders action plans to reflect the needs of the new broad and balanced curriculum and to show how they will monitor quality and provision of their subject across the whole school
- For senior leaders support and mentor staff to ensure that their roles and responsibilities are fully met
- For senior leaders to have the well-being of staff and pupils at the centre of their practice
- Communication will be good throughout the school, the ethos and philosophy will be evident in all explicit and implicit activities
- All staff will be aware of the expectations and outcome for all children including vulnerable groups: their teaching and learning will support this
- Senior staff will have a clear understanding of the strengths and areas for development within their phase and will be working together to improve areas identified
- Monitoring will demonstrate sustained progress throughout the year and clear use of whole school strategies to accelerate learning
- Teachers will be utilising their support staff effectively to develop children's understanding
- Governors are able to evidence their impact on learning

**Where are we now**

- The school has a culture of shared responsibility particularly towards the well-being of pupils and fellow staff members
- A new approach to Teacher Appraisals has been implemented to strengthen strategies that improve teaching and learning and remove ineffective ones e.g formal lesson observations
- Subject leaders have been writing Action Plans for three years and these are linked to the SDP (School Development Plan)
- Time is given to leaders to ensure that Action Plans are relevant and reflect the needs of the pupils
- Whole School policies including Marking and Feedback and Teaching and learning and Behaviour have been developed collaboratively with teaching staff
- All staff are passionate about having an inclusive approach to learning
- All staff are aware of vulnerable pupils and this is explicit in planning
- Phase Leaders and senior leaders have regular pupil progress meetings to ensure that children not making expected progress are identified early

## Loxwood Primary School Development Plan 2019-21

Additional Areas for Development from in 2018- onwards		
Area:	Actions These are on-going each year unless specified	Evaluation
<p><b><u>Safeguarding</u></b>  <b>To ensure that all safeguarding policies and procedures are up to date (and reviewed where necessary)</b></p> <p><b>For all staff, children, parents, volunteers and Governors to be aware of their responsibilities regarding the safety and well-being of the children</b></p> <p><b>Develop Home School Agreement to ensure all stakeholders are aware of their rights and responsibilities</b></p> <p><b>Review eSafety curriculum for children</b></p> <p><b>Develop awareness of parents of on-line safety</b></p> <p><b>To raise awareness and understanding of cultural diversity for the pupils</b></p> <p><b>Develop perimeter fencing around the school</b></p> <p><b>Develop emergency action plan further to include 'individual invasion of property'</b></p>	<p>Attend to emails from WSCC (West Sussex County Council)  A DSL to attend county meetings</p> <p>Ensure all stakeholders receive appropriate training including students and volunteers</p> <p>Produce a comprehensive Home School Agreement that includes the new Data laws, eSafety expectations, attendance, behaviour and uniform</p> <p>Ensure progression and coverage that includes texting and prevent (age appropriate)</p> <p>Provide parents with eSafety awareness training</p> <p>To offer more training (the L &amp; D pathway training) with respect to Prevent agenda whole school for staff and parents  Assemblies to introduce ethnic groups culture and diversity to pupils  Assemblies to introduce wide range of religions including similarities and differences in celebrations, foods, and beliefs.</p> <p>Review the quotes and develop a phased implementation of fencing prioritising areas of particular need</p> <p>Develop procedure for an individual invasion of property including areas discussed in Portcullis training</p>	<p>Completed 2019 but on going</p> <p>INSET (training day) day 2019 will also include training on communicating with external agencies on staff understanding of safeguarding at Loxwood  Produce Home School Agreement to clarify ethos  Welcome meetings was an effective way to communicate SDP to parents and this will continue</p> <p>E-safety is covered before every lesson however external company used to do workshops for KS1 and evening workshop for parents. Uptake was low but good quality. Will use again this year and promote as widely as possible</p> <p>All staff to complete Prevent training on line (completed 3 years ago).  Timetable of assemblies to introduce pupils to ethnic groups. LGBT &amp; Traveller training for staff  July 2019 very effective in raising questions about introducing any minority groups to Loxwood Pupils</p> <p>Completed Spring 2019</p> <p>Whole staff meeting to discuss how this would work in Loxwood.  2019 – to update policy accordingly</p>



## Loxwood Primary School Development Plan 2019-21

	Train staff on their responsibilities for such an event	
Develop a strong ethos of behaviour and expectations across the school by developing clear values linked to The Loxwood Way. Introduce the language of Restorative Practices	Promote the new four skills or values in every class and use as a basis for rewards/golden assembly Investigate the cost of training a member of staff formally in developing RP across the school	The new Loxwood Way was introduced 2017 This year it is to be strengthened with the further introduction of Restorative Practice language and training to use this approach consistently. Particularly during unstructured times of the day
Library development	Create a library in the SEND room	Completed 2019 Investigate Library Management Systems to monitor book borrowing
Continued development of Forest School and the use of the outside areas for cross curricular learning	Raise the profile of Forest School by having a Forest Schools Day in Spring term where children can demonstrate the new Loxwood Schools values. Subject leaders to continue to develop links between Science/DT/Art and Forest School	Forest School Day wasn't implemented however we did complete a Hedgehog awareness day and Science week. All of which promoted the use of the outside. Science/Art/Dt book looks evidence use of Forest Schools
Development of children's understanding of multi-cultural Britain	Does the school accurately reflect our local and national environment?  Develop links with family group of schools PSHE class assemblies address philosophical issues and give children an opportunity to form an opinion about Britain today (age appropriate)	Assembly timetabling introduction of different minority groups to be started September 2019  We have had visitors from different churches however have struggles to get visitors from different faiths. We continue to ask parents when appropriate. See 2019-20 Assembly timetable to evidence diversity in Wednesday assembly and use of different stories from different special books
Develop Reception and Infant outside area to reflect the needs of the curriculum	Work with PTA and Governors to redesign the area so that it will enable YE children to access the learning environment more successfully. <ul style="list-style-type: none"> <li>• Ensure that area is safe and appropriate for age group e.g. remove low wall and provide more seating areas</li> <li>• Provide specific learning skills areas e.g. writing, fine motor skills</li> <li>• Ensure that entry into the school is along the path that is smoother and there are less trip hazard</li> <li>• Ensure that all areas are used more frequently – the grass area under the tree is muddy in winter – should this be astro-turfed?</li> </ul>	Completed during Summer holiday 2019

## Loxwood Primary School Development Plan 2019-21

Ensure that Sports continue to have a high profile within Loxwood Primary School	<p>Identify CPD needs in staff when teaching P.E</p> <p>Identify a coach to support CPD needs and to 'plug' gaps in clubs</p> <p>Ensure sports opportunities for all children with regard to after school clubs</p> <p>Encourage use of Governors to support football team to be able to attend local matches</p> <p>Use Sport Premium Funding for the above</p>	<p>Obtained Gold award for Sports July 2017</p> <p>Programme continuing as before</p> <p>Top up funding used for Healthy Schools week a 2019 July – Platinum Award Achieved</p>