



EWPS 3 YEAR STRATEGIC OVERVIEW (2021 – 2024)

Review	
Last review date & amendments	January 2022
Ratified by Governing Body	January 2022
Next Review Date(s)	September 2022

Background

The vision of Ellen Wilkinson Primary School is ‘**Learning to Grow and Succeed Together**’. This underpins all aspects of our school community.

In order to achieve our vision the school has adopted a set of core values around which school development is planned. These values are a result of consultation with all members of our school community.

**At Ellen Wilkinson Primary School we expect everyone in our community to embody our core values.
In order to do this everyone has the right and the responsibility to be:**

- ★ **inspired and inspire others**
- ★ **respected and respect everyone**
- ★ **successful and help others to succeed**
- ★ **resilient and help others to develop resilience**
- ★ **heard and cared for.**

To ensure that as a school we are always striving for the best possible outcomes for our pupils, the following three year strategic development plan has been created. This strategic plan is reviewed at the end of every academic year as part of the school’s self-evaluation cycle and this is used to inform next steps for development. This evaluation is colour coded:

RED – not actioned/achieved

AMBER – partly achieved or lacks consistency

GREEN – fully achieved

It is expected that as the plan progresses, improvements coded green from the previous year are maintained & embedded and amendments to future years added as a result of evaluation.

This strategic plan is complemented by the School Development Plan (SDP), a shorter term more detailed operational plan extending over the course of an academic year.

Please note that curriculum leaders have been involved with creation of this document so that individual subject development priorities over the course of this period are reflected where appropriate.

COVID IMPACT

The previous 3 year SDP was to cover 2019 -2022. Although many of the priorities had been started and have continued (although in a somewhat different form), the effects of the pandemic obviously have a significant impact on focus going forward. Therefore it has been agreed to begin a new 3 year SDP from the end of autumn term 2021 as we now have a better understanding of the effect of the pandemic on pupils' outcomes and wider curriculum experiences.

Vision for the Next 3 Years

The following sets out a summary of what we wish to achieve for the next 3 years.

2021-22

Addressing the ongoing impact of the pandemic whilst continuing to move the school forward will be the main focus of development for the next 2 years. Although significant improvement has already been achieved, it is expected that the remaining negative impact gap on attainment is at least halved this year and fully closed by the end of 2022-23. Targeted Learning Time (TLT) will continue and use of covid premium will be used to support additional sessions and further 1:1 tuition where appropriate. It is to be noted that high mobility due to Covid & Brexit has also impacted in this regard, and therefore refined induction arrangements are being put into place.

Embedding our curriculum redesign that began prior to the pandemic, and the pedagogical expectations linked to the curriculum vision will also form a main part of development within this year. This includes a more cohesive approach to learning sequence across the school particularly at points of transitions such as YR to Y1, Y2 to Y3 & Y6 to secondary. This will also support the school's approach to the revised EYFS framework and will necessitate a focus on training & support for not only EYFS deployed staff, but many subject leaders to develop understanding of their responsibility area in Early Years. Ongoing curriculum development will focus on developing in greater detail the three 'golden strands' of Education 4 Change (diversity), global citizenship (including Eco guardians and environmental education) and safeguarding which we are deliberately weaving into our offer. Development of music provision in light of the model music curriculum will also begin.

The pandemic has reinforced the importance of strong pastoral support and development in order to support mental health and wellbeing. Areas of focus will be: senior mental health lead training, reviewed curriculum provision & mapping, introduction of Wellbeing Wednesdays & school created PSHE units on well being, development of pupil wellbeing surveys to support identifying target groups and evaluate impact of interventions, creation of wellbeing team and staff ongoing workload review. 'Up and Out' week will be reviewed and reformatted to build in some of the dreams and aspirations units from the PSHE curriculum. Reestablishing links to further education institutions will support this.

A 'learning conversation' approach to school development and a bespoke CPD offer are being introduced so that support and development for staff is more in keeping with the vision, aims and ethos of the school. An evaluation of the impact of the ongoing workload review to identify next areas to address will also take place as part of this commitment.

2022-23

By the end of the academic year outcomes in all year groups should be at least in line with the outcomes the school had prior to lockdown (i.e. at or above national average in all areas). This will be challenging in some year groups due to the high levels of children with SEND and potentially fewer staff due to budget pressures. Focus will be on addressing any specific areas of under attainment (subject, aspect and/or group). This should include the continuing focus of the lowest attaining 20% (non SEND), ensuring needs are being met and the appropriate support is in place.

Curriculum redesign is fully embedded and further work is started to reinforce learning sequence through the introduction of learning journals for upper KS2. Further enhancement of experience and strengthening opportunities for the three golden strands will also take place across all curriculum areas and be fully mapped across all subjects. Music two year development will be completed and this should impact positively on pupil outcomes in this area.

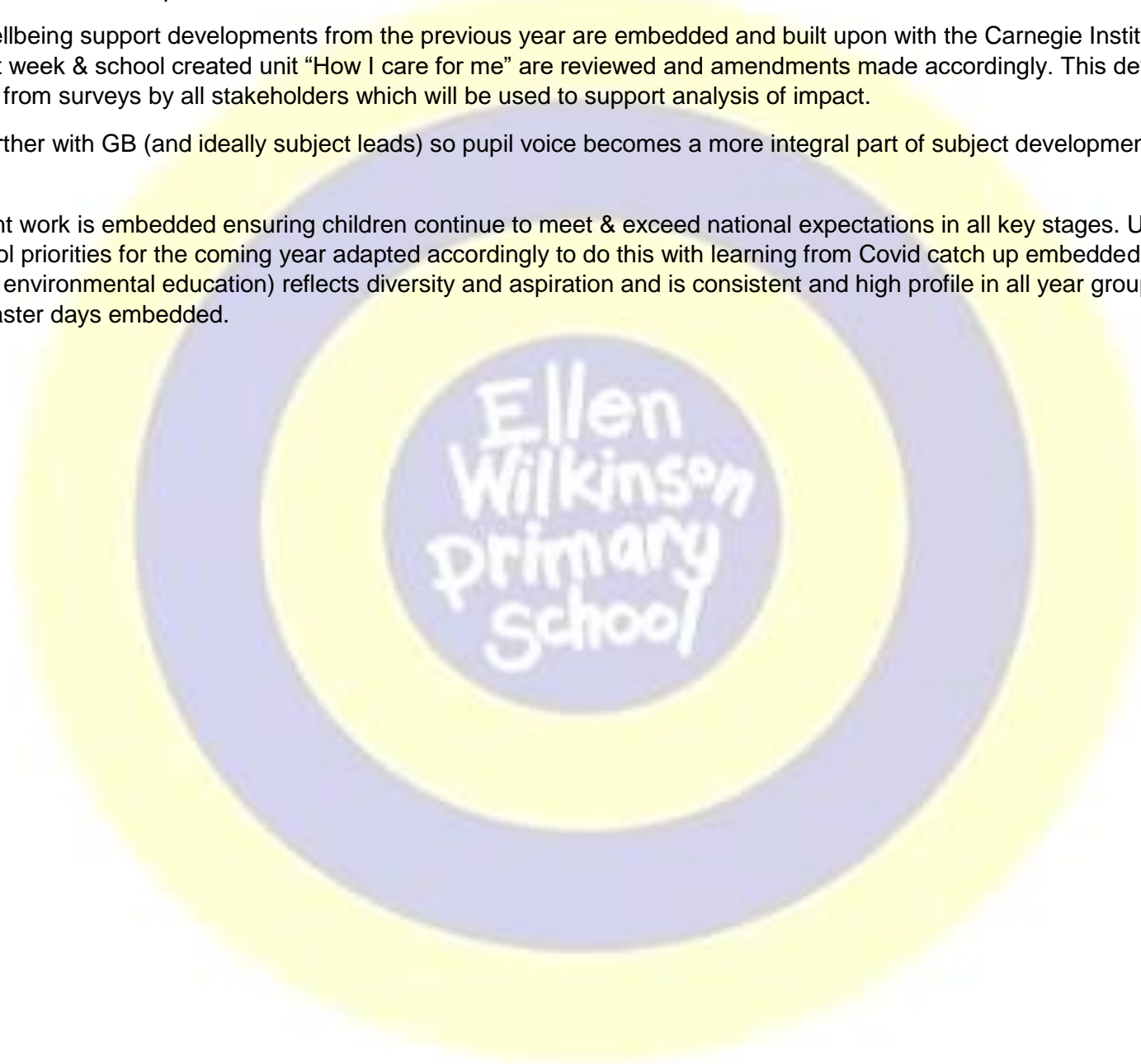
Review of impact of learning conversation and bespoke CPD will be used to develop and embed this approach and further suggestions from workload review considered and implemented where possible.

Mental health and wellbeing support developments from the previous year are embedded and built upon with the Carnegie Institute support and advice. The impact of Up and Out week & school created unit “How I care for me” are reviewed and amendments made accordingly. This development work is supported by ongoing feedback from surveys by all stakeholders which will be used to support analysis of impact.

JGB begins to link further with GB (and ideally subject leads) so pupil voice becomes a more integral part of subject development.

2023-24

Previous development work is embedded ensuring children continue to meet & exceed national expectations in all key stages. Underattainment is robustly challenged and school priorities for the coming year adapted accordingly to do this with learning from Covid catch up embedded if applicable. Global citizenship (including environmental education) reflects diversity and aspiration and is consistent and high profile in all year groups. Links to universities including visits and taster days embedded.



Value: Successful

Aspects	2021-2022	2022-2023	2023-2024
% of children at EXPECTED age related expectations	See target setting in SDP <u>Focus:</u> Covid catch up in all core aspects	At least meet national average (see target setting) <u>Focus:</u> TBC	Meet/exceed national average (see target setting) <u>Focus:</u> TBC
% of children at EXCEEDING age related expectations	See target setting in SDP <u>Focus:</u> Covid catch up in all core aspects	At least meet national average (see target setting) <u>Focus:</u> TBC	Meet/exceed national average (see target setting) <u>Focus:</u> TBC
Curriculum focus	<ul style="list-style-type: none"> <input type="checkbox"/> Literacy Tree review <input type="checkbox"/> Reading framework <input type="checkbox"/> Phonics <input type="checkbox"/> Writing stamina <input type="checkbox"/> Maths - using & applying & sustaining mastery <input type="checkbox"/> Maths - review SOW <input type="checkbox"/> Curriculum <input type="checkbox"/> Music provision <input type="checkbox"/> 'Golden strands' mapping <input type="checkbox"/> See subject development plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Literacy Tree embedded <input type="checkbox"/> Maths SOW changes/update implemented <input type="checkbox"/> Curriculum knowledge mats embedded <input type="checkbox"/> Music provision <input type="checkbox"/> Golden strands embedded and more overt <input type="checkbox"/> See subject development plans 	<ul style="list-style-type: none"> <input type="checkbox"/> STEM <input type="checkbox"/> Application of IT across curriculum <input type="checkbox"/> <i>See ARTS,STEM, English & Wellbeing development plans for details</i>
Disadvantaged pupils succeed as well as their peers & nationally	<ul style="list-style-type: none"> <input type="checkbox"/> See target group data <input type="checkbox"/> Schools for Success <input type="checkbox"/> TLT used to target English & maths & aligned to end of year expectations <input type="checkbox"/> See PP report - <u>Focus:</u> Covid catch up, attendance, access to remote learning, access to enrichment 	<ul style="list-style-type: none"> <input type="checkbox"/> See target group data <input type="checkbox"/> Schools for Success <input type="checkbox"/> TLT <input type="checkbox"/> See PP report for emerging priorities <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> See target group data <input type="checkbox"/> Schools for Success <input type="checkbox"/> See PP report for emerging priorities
Other under-attaining groups	<ul style="list-style-type: none"> <input type="checkbox"/> TLT to continue <input type="checkbox"/> Covid catch up 1:1 tuition (expected & exceeding) <input type="checkbox"/> SEND support 	<ul style="list-style-type: none"> <input type="checkbox"/> See target group data <input type="checkbox"/> SEND support <input type="checkbox"/> Greater depth consistency 	<ul style="list-style-type: none"> <input type="checkbox"/> TBC
Pupil outcomes in books match aspiration and attainment	<ul style="list-style-type: none"> <input type="checkbox"/> Consistency of presentation, quality and quantity <input type="checkbox"/> Class learning books become virtual & reflect range of curriculum & regular reflection of learning sequence 	<ul style="list-style-type: none"> <input type="checkbox"/> L&T Handbook followed consistently in relation to books <input type="checkbox"/> Review effectiveness of curriculum book & adapt as necessary <input type="checkbox"/> Class Learning Books predominantly pupil led in KS2 	<ul style="list-style-type: none"> <input type="checkbox"/> TBC
Marking impacts positively on pupil outcomes	<ul style="list-style-type: none"> <input type="checkbox"/> Amended marking approach implemented <input type="checkbox"/> Applied consistently across school & subjects <input type="checkbox"/> Regular pupil feedback to marking (impact) 	<ul style="list-style-type: none"> <input type="checkbox"/> Marking approach reviewed & amended if needed <input type="checkbox"/> Consistent marking with regular pupil response showing impact <input type="checkbox"/> Focus: formative assessment in class & how represent in books 	<ul style="list-style-type: none"> <input type="checkbox"/> Review impact of marking with children and staff

	<input type="checkbox"/> All pupils & staff evaluate against the Learning Focus		
Assessment procedures impact positively on improving pupil outcomes	<input type="checkbox"/> End of year expectations document used to support CTG consistently (TLT) <input type="checkbox"/> PPP meetings & whole school moderation exercises <input type="checkbox"/> Writing portfolios established <input type="checkbox"/> Learning conversation approach implemented <input type="checkbox"/> Assessment expectations changed to reflect curriculum	<input type="checkbox"/> Learning conversation approach evaluated, improved & embedded <input type="checkbox"/> Writing portfolios embedded <input type="checkbox"/> Moderation across other schools <input type="checkbox"/> Focus: formative assessment in class	<input type="checkbox"/> STEM assessment impact and approach
Standard of teaching is consistently good and increasingly outstanding	<input type="checkbox"/> 100% expected <input type="checkbox"/> 25% exceeding <input type="checkbox"/> Bespoke CPD offer <input type="checkbox"/> Learning conversation format <input type="checkbox"/> Learning journals for staff <input type="checkbox"/> CPD restructure to core & bespoke <input type="checkbox"/> Supervision with WPS <input type="checkbox"/> ECT policy created <input type="checkbox"/> Transition arrangements in place for 2 staff (No NQT/ECT this year)	<input type="checkbox"/> 100% expected <input type="checkbox"/> 35% exceeding <input type="checkbox"/> Bespoke CPD offer developed further <input type="checkbox"/> Learning conversation format embedded with adjustments as needed <input type="checkbox"/> Learning journals for staff embedded <input type="checkbox"/> ECT provision in place	<input type="checkbox"/> 100% expected <input type="checkbox"/> 40% exceeding <input type="checkbox"/> ECT year 2 provision fully in place
External accreditation for standard of curriculum provision	<input type="checkbox"/> Renewals: <input checked="" type="checkbox"/> Games Mark (Platinum?) <input type="checkbox"/> Science Mark <input type="checkbox"/> Healthy Schools London <input type="checkbox"/> GBA <input type="checkbox"/> Mental Health	<input type="checkbox"/> Renewals: <input checked="" type="checkbox"/> Games Mark (Platinum) <input checked="" type="checkbox"/> <input type="checkbox"/> Science mark <input type="checkbox"/> SMSC <input type="checkbox"/> International Schools	<input type="checkbox"/> Renewals: <input checked="" type="checkbox"/> Quality Mark <input checked="" type="checkbox"/> Games <input checked="" type="checkbox"/> Science
Additional Notes:	<input type="checkbox"/> Not renewing the quality mark as it is not leading to any improvements in provision as requirements are quite basic. Also did not get feedback from the last visit. <input type="checkbox"/> Deployment of staff re: SEND need	<input type="checkbox"/> Renewal costs <input type="checkbox"/> CPD approach evaluated & amended as needed	<input type="checkbox"/> Renewal costs <input type="checkbox"/>

Value: Inspiring

Aspects	2021-2022	2022-2023	2023-2024
Curriculum provision interests and enthuses pupils	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum redesign based on agreed key principles applied & focus weeks reduced <input type="checkbox"/> Educational visits in all year groups & in all quarters support further learning (covid permitting) <input type="checkbox"/> Hook day <input type="checkbox"/> Class learning book redeveloped <input type="checkbox"/> Eco schools <input type="checkbox"/> Up & out week relaunched <input type="checkbox"/> Annual arts show <input type="checkbox"/> Music provision review <input type="checkbox"/> E4C <input type="checkbox"/> Forest schools training 	<ul style="list-style-type: none"> <input type="checkbox"/> Hook day embedded <input type="checkbox"/> Enterprise unit built into each year group (incl shop) <input type="checkbox"/> Forest schools <input type="checkbox"/> Eco schools <input type="checkbox"/> Cultural capital core offer established across all areas <input type="checkbox"/> E4C <input type="checkbox"/> Forest schools introduced <input type="checkbox"/> Music provision developments embedded 	<ul style="list-style-type: none"> <input type="checkbox"/> Diversity plan of curriculum created and underrepresentation addressed <input type="checkbox"/> Forest schools embedded <input type="checkbox"/> Cultural capital ongoing music experiences created
RE & PSHE curriculums support pupils SMSC development	<ul style="list-style-type: none"> <input type="checkbox"/> All year groups visit place of worship linked to unit <input type="checkbox"/> Creative outcome for all year groups <input type="checkbox"/> RSHE overview created & used to address areas of less coverage <input type="checkbox"/> School specific PSHE unit created <input type="checkbox"/> Annual first aid training for pupils introduced <input type="checkbox"/> E4C and diversity curriculum review <input type="checkbox"/> BV FOCUS: Respect 	<ul style="list-style-type: none"> <input type="checkbox"/> SMSC audit and possible reaccreditation <input type="checkbox"/> Review & refine RSHE implementation <input type="checkbox"/> E4C more explicit and embedded <input type="checkbox"/> Global citizens & Sustainability curriculum strengthened <input type="checkbox"/> Rights Respecting Application <input type="checkbox"/> BV FOCUS: TBC 	<ul style="list-style-type: none"> <input type="checkbox"/> E4C champions established? <input type="checkbox"/> BV FOCUS: TBC <input type="checkbox"/>
Pupils are confident in using a range of technology to support and extend their learning	<ul style="list-style-type: none"> <input type="checkbox"/> Podcasts & year group pages established <input type="checkbox"/> Pupil programming of digital signage introduced <input type="checkbox"/> JGB review of website & related action 	<ul style="list-style-type: none"> <input type="checkbox"/> School radio station <input type="checkbox"/> VLOG established <input type="checkbox"/> Media club – linked to filming, digital signage & website 	<ul style="list-style-type: none"> <input type="checkbox"/> Child led media club <input type="checkbox"/> Child led radio station <input type="checkbox"/> VLOG embedded <input type="checkbox"/>
All pupils have opportunity to participate in inter school, borough, national and international opportunities	<ul style="list-style-type: none"> <input type="checkbox"/> Kent exchange visit made virtual if can't be in person due to pandemic <input type="checkbox"/> Newham arts show <input type="checkbox"/> Sports comps <input type="checkbox"/> Eco school community events <input type="checkbox"/> Year 5 Chinese immersion week introduced 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop science link with other school <input type="checkbox"/> JGB work with another school on a community project <input type="checkbox"/> Year 5 Chinese immersion week embedded <input type="checkbox"/> See also global 	<ul style="list-style-type: none"> <input type="checkbox"/> Embed science link? <input type="checkbox"/> JGB work with multiple schools on annual community project? <input type="checkbox"/> See also global
All children in KS1 & 2 have access & participate in extra-curricular activities	<ul style="list-style-type: none"> <input type="checkbox"/> 65% take up <input type="checkbox"/> ??PP take up <input type="checkbox"/> Bike club established <input type="checkbox"/> Breakfast club format & organisation 	<ul style="list-style-type: none"> <input type="checkbox"/> 70% take up <input type="checkbox"/> ?? PP take up <input type="checkbox"/> Bike club <input type="checkbox"/> Range of curriculum (non-sporting) 	<ul style="list-style-type: none"> <input type="checkbox"/> After School childcare explored? <input type="checkbox"/>

	reviewed	clubs to be reviewed based on pupil feedback	
Pupils have clear aspirations and knowledge of possible future careers	<input type="checkbox"/> Up & Out Week relaunched <input type="checkbox"/> Agreed structure and content included including CV, interview, budget planning, world of work, careers advice,	<input type="checkbox"/> Up & out week embedded <input type="checkbox"/> Up & out to include university experience link for upper KS2 <input type="checkbox"/> Young enterprise opportunities trialled in years 1 & 2 <input type="checkbox"/> JGB to host annual visit from councillors/MPs based on career in politics	<input type="checkbox"/> Work experience opportunity for Y6? <input type="checkbox"/> Young enterprise opportunities for all KS1 & 2 classes built into curriculum <input type="checkbox"/> Participate in young person Newham
Children are aware of & involved in local community issues/opportunities	<input type="checkbox"/> Upper KS2 geography & history units <input type="checkbox"/> Eco guardians introduced <input type="checkbox"/> Book guardians <input type="checkbox"/> JGB to host local councillor annually <input type="checkbox"/> Collection for local food bank <input type="checkbox"/> House charities reviewed	<input type="checkbox"/> Forest schools <input type="checkbox"/> Travel champions linked to Eco guardians <input type="checkbox"/> Work with local school on joint environment project	<input type="checkbox"/> Forest schools <input type="checkbox"/> Work with local school on joint environment project
International/Global links inspire & enthuse children	<input type="checkbox"/> Global education built into every year group curriculum <input type="checkbox"/> Pupil contact with an international school established for KS2 children (connecting classrooms) <input type="checkbox"/> Year 5 Chinese immersion week	<input type="checkbox"/> Global curriculum element linked to sustainability with Eco Guardians <input type="checkbox"/> Every KS2 year group links with a school on a different continent <input type="checkbox"/> Link with school in China?	<input type="checkbox"/> Every year group has global element to learning and link with a school on a different continent <input type="checkbox"/>
Pedagogy	<input type="checkbox"/> EPICC <input type="checkbox"/> Curriculum vision implementation <input type="checkbox"/> Focus: Context <input type="checkbox"/> Phonics <input type="checkbox"/> Progression grids embedded to support aspiration & challenge <input type="checkbox"/> Importance of key vocabulary in all learning <input type="checkbox"/> Peer observation <input type="checkbox"/> Learning journals introduced <input type="checkbox"/> Bespoke CPD approach <input type="checkbox"/> Learning conversation approach introduced	<input type="checkbox"/> Curriculum knowledge mats established & used consistently based on progression grids <input type="checkbox"/> Use of key vocab embedded <input type="checkbox"/> Use of context embedded <input type="checkbox"/> Focus: transference of key skills to other areas <input type="checkbox"/> CPD approach evaluated and amended including learning journals <input type="checkbox"/> CPD link with neighbouring school established <input type="checkbox"/> Learning conversation approach refined and embedded	<input type="checkbox"/> Focus: transference of key skills to other areas <input type="checkbox"/> CPD focus & learning journals embedded
Additional Notes:		<input type="checkbox"/> School shop?	<input type="checkbox"/> School museum?

Value: Respect

Aspects	2021-2022	2022-2023	2023-2024
School values underpin all aspects of school life	<input type="checkbox"/> Curriculum vision and golden absolutes to align with school values	<input type="checkbox"/> School values helpful hints list compiled by stars of the week in order to support others in each area	<input type="checkbox"/> TBC

Behaviour (including manners) are consistent across all areas of the school	<input type="checkbox"/> Review lunchtime arrangements with staff and JGB <input type="checkbox"/> Positive handling training renewed <input type="checkbox"/> Revisit anti bullying policy and procedures	<input type="checkbox"/> Review behaviour policy and 3 school rules with all stakeholders <input type="checkbox"/> Stars of week pupil nominated?	<input type="checkbox"/> Positive behaviour training where needed <input type="checkbox"/> Link to above
Pupils understand concept of democracy and understand their role within this	<input type="checkbox"/> School & class council systems are consistently applied <input type="checkbox"/> See JGB for further details <input type="checkbox"/> Voting becomes increasingly part of established classroom practice <input type="checkbox"/> See JGB	<input type="checkbox"/> Every Child a Good Citizen code established <input type="checkbox"/> Involvement youth parliament? <input type="checkbox"/> Annual Democracy visit for JGB established <input type="checkbox"/> Voting is consistent part of class routine	<input type="checkbox"/> Annual democracy visit embedded for JGB <input type="checkbox"/> See JGB
RE/PSHE/RSHE/SMSC/British Values	<input type="checkbox"/> All year groups visit place of worship linked to unit <input type="checkbox"/> Creative outcome for all year groups <input type="checkbox"/> RSHE overview created & used to address areas of less coverage <input type="checkbox"/> School specific PSHE unit created <input type="checkbox"/> Annual first aid training for pupils introduced <input type="checkbox"/> E4C/diversity curriculum review <input type="checkbox"/> BV FOCUS: Respect	<input type="checkbox"/> SMSC audit and possible reaccreditation <input type="checkbox"/> Review & refine RSHE implementation <input type="checkbox"/> E4C more explicit and embedded <input type="checkbox"/> Global citizens & Sustainability curriculum strengthened <input type="checkbox"/> Rights Respecting Application <input type="checkbox"/> BV FOCUS: TBC	<input type="checkbox"/> E4C champions established? <input type="checkbox"/> BV FOCUS: TBC <input type="checkbox"/>
Equalities scheme	<input type="checkbox"/> Public Sector Duty revised & updated <input type="checkbox"/> E4C focus	<input type="checkbox"/> Update access plan <input type="checkbox"/> E4C cont focus	<input type="checkbox"/> TBC
School environment is used and treated in appropriate manner	<input type="checkbox"/> Pond redeveloped <input type="checkbox"/> School Garden and wildlife area use built into curriculum review <input type="checkbox"/> Use & maintenance of the library/book guardians <input type="checkbox"/> Bike it crew introduced <input type="checkbox"/> Eco schools explored <input type="checkbox"/> E4C area displays	<input type="checkbox"/> JGB to lead on treating toilets with respect <input type="checkbox"/> Embed school garden use (poss. link to shop?) <input type="checkbox"/> Book guardians and Bike it Crew embedded <input type="checkbox"/> Introduction of school shop <input type="checkbox"/> Eco schools implications <input type="checkbox"/> Forest schools	<input type="checkbox"/> Eco school <input type="checkbox"/> Forest school <input type="checkbox"/> School shop
Additional Notes			

Value: Resilience

Aspects	2021-2022	2022-2023	2023-2024
Pupils are reflective learners	<input type="checkbox"/> Context links at start and end of learning <input type="checkbox"/> Greater emphasis of pupil voice and reflection <input type="checkbox"/> All lessons are evaluated against the	<input type="checkbox"/> Pupil learning journals trialled <input type="checkbox"/> All learning set in context of past and future learning <input type="checkbox"/> 'Learninsh' introduced to support children to articulate their	<input type="checkbox"/> Pupil learning journal format reviewed and refined <input type="checkbox"/> 'Learnish' help sheet established by children (possibly JGB) <input type="checkbox"/> Build approach into curriculum

	<p>LF by pupils and staff</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils have greater role in <u>planning</u> Learning Fairs <input type="checkbox"/> Big question displays established which are more process oriented 	<p>understanding confidently</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils have greater role in planning Learning Fairs <input type="checkbox"/> Pupils have greater role in planning class assemblies <input type="checkbox"/> Children begin to help lead key stage assemblies <input type="checkbox"/> Displays are more process orientated 	<p>review</p>
Pupils are confident and independent learners	<ul style="list-style-type: none"> <input type="checkbox"/> Staff deployment re: SEND <input type="checkbox"/> Greater opportunities in way learning is structured to foster independence and self direction 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce pupils input into quarterly planning in advance during <input type="checkbox"/> Learning buddy programme? <input type="checkbox"/> Reciprocal reading? <input type="checkbox"/> Pupil learning logs trialled 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning buddy programme? <input type="checkbox"/> Reciprocal reading? <input type="checkbox"/> Pupil learning logs fully introduced
Marking is used confidently by children to improve their understanding	<ul style="list-style-type: none"> <input type="checkbox"/> Marking responded to on a regular basis and shows impact on future work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Marking is consistently used by pupils across school & subjects <input type="checkbox"/> Marking shows direct impact on pupil attainment 	<ul style="list-style-type: none"> <input type="checkbox"/> Peer marking reintroduced? <input type="checkbox"/>
Pupils are provided with increased opportunities to lead their own learning	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Fair refined format (including recording) improves pupil outcomes & increases pupil autonomy & recording <input type="checkbox"/> Home Learning projects begin to be based on pupil choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Children lead a parents evening <input type="checkbox"/> Learning Fair planning is part of unit & pupil self-assessment <input type="checkbox"/> Learning fairs are recorded and displayed on website & signage <input type="checkbox"/> Home Learning projects to be reintroduced <input type="checkbox"/> Pupil assist Parent Fairs 	<ul style="list-style-type: none"> <input type="checkbox"/> Introducing a pupil app to support study in KS2?
Additional Notes: <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Value: Heard and cared for

Aspects	2021-2022	2022-2023	2023-2024
School council is more robust & self-directing	<ul style="list-style-type: none"> <input type="checkbox"/> Formal elections (closed voting booths) <input type="checkbox"/> JGB regular timetabled meetings occur <input type="checkbox"/> JGB page on website updated <input type="checkbox"/> JGB adopt task group approach <input type="checkbox"/> Central project board used to track <input type="checkbox"/> JGB involved in all staff recruitment 	<ul style="list-style-type: none"> <input type="checkbox"/> JGB refine task group approach (possible link to 4 areas) <input type="checkbox"/> Clearer link to SLT & GB <input type="checkbox"/> Welcome video for website created <input type="checkbox"/> Drop in surgery established <input type="checkbox"/> JGB regular section in newsletter & take over responsibility for web page updates 	<ul style="list-style-type: none"> <input type="checkbox"/> Actions outstanding from previous year addressed <input type="checkbox"/> Task group approach and project board embedded. <input type="checkbox"/> JGB meet termly with GB reps & attend GB SEF day in February <input type="checkbox"/> Possible project: 'Learnish' help sheet established by children

	<input type="checkbox"/> Focus: anti bullying, reading, curriculum review, food	<input type="checkbox"/> JGB involved in all staff recruitment <input type="checkbox"/> Possible projects: shop, website 4 x curriculum areas	
School safeguarding systems support proactive pastoral care	<input type="checkbox"/> SGT meeting format adapted <input type="checkbox"/> Behaviour analysis refined <input type="checkbox"/> Peer on peer tracking <input type="checkbox"/> Mobility analysis <input type="checkbox"/> Prevent training renewed <input type="checkbox"/> Training focus: sexual violence & harrasment	<input type="checkbox"/> Data from SS used to inform pastoral care & intervention <input type="checkbox"/> FGM training renewed <input type="checkbox"/> Supervision capacity for wider safeguarding issues explored	<input type="checkbox"/> Data from SS used to inform pastoral care & intervention <input type="checkbox"/> Prevent training renewed <input type="checkbox"/>
Pupils are aware of and strive to adopt healthy lifestyles	<input type="checkbox"/> London Healthy Schools Status <input type="checkbox"/> Travel Plan <input type="checkbox"/> Maintain games mark <input type="checkbox"/> Food policy rewritten <input type="checkbox"/> Wellbeing Wednesdays introduced <input type="checkbox"/> First aid training for children <input type="checkbox"/> Bespoke PSHE unit created	<input type="checkbox"/> London Healthy Schools Status <input type="checkbox"/> Travel Plan <input type="checkbox"/> Maintain games mark <input type="checkbox"/> PSHE & Wellbeing Wednesday review <input type="checkbox"/> Pupil reps on Mental Health & Wellbeing Group	<input type="checkbox"/> London Healthy Schools Status <input type="checkbox"/> Travel Plan <input type="checkbox"/> Maintain games mark <input type="checkbox"/>
Transition arrangements support pupil well-being & development	<input type="checkbox"/> Focus: <input checked="" type="checkbox"/> Into and across EYFS <input checked="" type="checkbox"/> EYFS into KS1 <input checked="" type="checkbox"/> Mid phase arrivals	<input type="checkbox"/> Focus: <input checked="" type="checkbox"/> Secondary transition	<input type="checkbox"/> Focus: <input checked="" type="checkbox"/> Across year groups
Stakeholders know how to access support when they need it	<input type="checkbox"/> Learning tips regularly appear in newsletter <input type="checkbox"/> Community information and support section in newsletter signposting to other services <input type="checkbox"/> Quarterly curriculum newsletter for every year group	<input type="checkbox"/> Parent 'How to' video guides created for English & maths <input type="checkbox"/> JGB drop in surgery? <input type="checkbox"/> Pastoral care signpost index created?	<input type="checkbox"/> Actions outstanding from previous year addressed
Mental wellbeing promoted	<input type="checkbox"/> Working party established <input type="checkbox"/> Main strand on development plan <input type="checkbox"/> Wellbeing Charter <input type="checkbox"/> Intro of surveys to measure impact <input type="checkbox"/> Wellbeing Wednesdays <input type="checkbox"/> Staff made aware of internal & external support services <input type="checkbox"/> Training <input type="checkbox"/> Termly staff wellbeing event <input type="checkbox"/> MHA analysis & development <input type="checkbox"/> INSET day focus	<input type="checkbox"/> Wellbeing team take lead on promoting positive mental health <input type="checkbox"/> Introduce Mindfulness Mondays <input type="checkbox"/> Creation of mental health champion <input type="checkbox"/> Targeted intervention amended based on feedback from analysis <input type="checkbox"/> MH & W to be built into assembly themes	<input type="checkbox"/> TBC
Staff	<input type="checkbox"/> Carousel CPD for all training to allow for more adaptation to need/experience <input type="checkbox"/> Workload review to continue &	<input type="checkbox"/> Coaching & mentoring entitlement established <input type="checkbox"/> Increased use of virtual modules to support	<input type="checkbox"/> TBC

	<ul style="list-style-type: none"> findings implemented <input type="checkbox"/> INSET day focus <input type="checkbox"/> DFE wellbeing charter adopted <input type="checkbox"/> Improve access to wellbeing services through insurance provision <input type="checkbox"/> CPD developments 	<input type="checkbox"/> Further staff trained re: supervision	
Parents	<ul style="list-style-type: none"> <input type="checkbox"/> Home school contract revisited <input type="checkbox"/> Parents in Partnership core offer to be revisited <input type="checkbox"/> Parentmail used for communication & payment <input type="checkbox"/> studybugs promoted to record reasons for absence <input type="checkbox"/> drop in office surgery times created <input type="checkbox"/> Parent survey to be used to identify next steps <input type="checkbox"/> Parents evening blended approach refined 	<ul style="list-style-type: none"> <input type="checkbox"/> Parents in Partnership core offer attendance & impact reviewed <input type="checkbox"/> Use of parent app & virtual payment embedded <input type="checkbox"/> Intro quarterly parent fair linked to curriculum (more interactive & choice) <input type="checkbox"/> Parents comment book? <input type="checkbox"/> Parent survey to be used to identify next steps 	<ul style="list-style-type: none"> <input type="checkbox"/> PTA established? <input type="checkbox"/> Parent survey to be used to identify next steps
Governors	<ul style="list-style-type: none"> <input type="checkbox"/> Training needs review <input type="checkbox"/> 2 new co opted governors <input type="checkbox"/> Governance review? <input type="checkbox"/> GB visit weeks in addition to SEF day 	<ul style="list-style-type: none"> <input type="checkbox"/> GB meet termly with JGB who also attend SEF day in February 	<ul style="list-style-type: none"> <input type="checkbox"/> GB meet termly with JGB who also attend SEF day in February
Visitors/Others	<ul style="list-style-type: none"> <input type="checkbox"/> School visitor book established 	<ul style="list-style-type: none"> <input type="checkbox"/> Visitor book <input type="checkbox"/> Comment facility on website? 	<input type="checkbox"/>
Additional Notes: <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

National, Local, Infrastructure & Financial Considerations

Listed below are additional considerations which could potentially impact upon whole school development priorities and/or infrastructure, personnel or finances.

Aspects	2021-2022	2022 -23	2023-2024	2024 +
National & Local Agenda(s) to consider	<ul style="list-style-type: none"> <input type="checkbox"/> Reception Baseline introduced <input type="checkbox"/> EYFS Framework <input type="checkbox"/> Reading Framework <input type="checkbox"/> Statutory multiplication check in y4 (delayed from earlier years due to pandemic) <input type="checkbox"/> Covid catch up <input type="checkbox"/> Model music curriculum <input type="checkbox"/> Newham Learning 	<ul style="list-style-type: none"> <input type="checkbox"/> KS1 SAT's changes (2023) <input type="checkbox"/> Wellbeing & mental health <input type="checkbox"/> Newham Learning <input type="checkbox"/> Covid catch up? <input type="checkbox"/> Work with Winsor Primary 	<ul style="list-style-type: none"> <input type="checkbox"/> Newham Learning 	<input type="checkbox"/>

	<input type="checkbox"/> RSHE embedding <input type="checkbox"/> Wellbeing & mental health <input type="checkbox"/> Work with Winsor Primary			
Financial	<input type="checkbox"/> Fair funding formula & Budget pressures <input type="checkbox"/> Increasing PP from past 2 years due to Covid <input type="checkbox"/> Falling EVER 6 income due to tightened benefit eligibility in previous years <input type="checkbox"/> Eat for Free changes? <input type="checkbox"/> SEND funding issues <input type="checkbox"/> Music grant <input type="checkbox"/> Covid grant <input type="checkbox"/> Staffing levels reduced? <input type="checkbox"/> Joint SLA's with other schools?	<input type="checkbox"/> Significant budget pressures likely to be a zero balance at end of financial year <input type="checkbox"/> Fair funding formula/see 3 year plan <input type="checkbox"/> Falling EVER 6 income due to tightened benefit eligibility in previous years <input type="checkbox"/> Eat for Free changes? <input type="checkbox"/> SEND funding issues <input type="checkbox"/> No music grant <input type="checkbox"/> No covid catch up grant? <input type="checkbox"/> Newham Learning <input type="checkbox"/> Joint SLA's with other schools?	<input type="checkbox"/> Deficit budget if no adjustments made <input type="checkbox"/> SEND funding issues <input type="checkbox"/> Joint SLA's with other schools?	<input type="checkbox"/>
Premises	<input type="checkbox"/> Roof <input type="checkbox"/> Drains <input type="checkbox"/> Pond refurbishment <input type="checkbox"/> Forest school established	<input type="checkbox"/> Roof <input type="checkbox"/> Drains <input type="checkbox"/> Redecoration programme <input type="checkbox"/> Forest schools introduction <input type="checkbox"/> Embedding development of market garden <input type="checkbox"/> School shop	<input type="checkbox"/> Roof <input type="checkbox"/> Redecoration programme <input type="checkbox"/> Embed use of garden & wildlife areas <input type="checkbox"/> Toilet refurbishment	<input type="checkbox"/> Toilet refurbishment <input type="checkbox"/> School museum?
Personnel	<input type="checkbox"/> Staff redeployment to meet growing needs & numbers of SEND pupils <input type="checkbox"/> Bespoke CPD programme & learning journals introduced <input type="checkbox"/> Staff workload review <input type="checkbox"/> Capacity for supervision (link to other schs) <input type="checkbox"/> Staffing levels reduced? (see finance)	<input type="checkbox"/> Possible retirement of key staff <input type="checkbox"/> Embed role of SEND Lead Practitioners <input type="checkbox"/> CPD programme & learning journals introduced <input type="checkbox"/> Embed outcomes/actions from staff wellbeing review actions <input type="checkbox"/> Capacity for supervision (embedded) <input type="checkbox"/> Staffing levels reduced? (see finance)	<input type="checkbox"/> Possible retirement of key staff <input type="checkbox"/> Capacity for supervision <input type="checkbox"/> Possible retirement of key staff	<input type="checkbox"/>
IT	<input type="checkbox"/> Virtual parent communication & payment embedded <input type="checkbox"/> Use of Google embedded with class based & office staff <input type="checkbox"/> Google file paths established & everything cludbased by end of the year <input type="checkbox"/> Introduction of Google (Little Ellies) <input type="checkbox"/> See also 3 year hardware development plan <input type="checkbox"/> Digital signage development <input type="checkbox"/> MIS & related programmes for Little Ellies	<input type="checkbox"/> New MIS? <input type="checkbox"/> Update 3 year replacement plan <input type="checkbox"/> Pupil involvement in website & digital signage increased <input type="checkbox"/> Training <input type="checkbox"/> MIS & related programmes for Little Ellies	<input type="checkbox"/> Embed use of Google <input type="checkbox"/> See also 3 year hardware development plan	<input type="checkbox"/>
Leadership	<input type="checkbox"/> Create new 3 year SDP <input type="checkbox"/> All CLT to complete subject review <input type="checkbox"/> Learning conversation format introduced to replace monitoring <input type="checkbox"/> 1 document planning and evaluation tool for CLT <input type="checkbox"/> JGB to have curriculum related project as well as pastoral	<input type="checkbox"/> Return to CLT - 4 team model <input type="checkbox"/> Review & refine development from previous years <input type="checkbox"/> JGB & GB link every term <input type="checkbox"/> JGB to run school shop <input type="checkbox"/> Eco-guardians embedded and sustainable project plan established	<input type="checkbox"/> Embed task group format for JGB linked to 4 curriculum areas.	<input type="checkbox"/>

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|--|--|--|--|--|
| | <ul style="list-style-type: none"><input type="checkbox"/> JGB to link with GB<input type="checkbox"/> JGB newsletter & website contribution<input type="checkbox"/> Eco guardians established<input type="checkbox"/> New NPQ's introduced | | | |
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