

Chantry Community Primary School Development Plan 2022/23



School Development Plan 2022/23 for Parents/Carers

The SDP sections are ordered according to the Ofsted Framework.

The numbering sequence matches SEF priorities.

This is a working document:

Green – completed actions or those on track to meet targets

Yellow – more evidence needed

White- actions which haven't been started or those that are not met yet

Blue – actions which are no longer appropriate.

Key Abbreviations: SLT- Senior Leadership Team, PLM – Professional Learning Meetings, PPM- Pupil Progress Meetings, GLD – Good Level of Development, EYFS – Early Years Foundation Stage, EXS – Expected Standard, GDS- Greater Depth Standard, KS –Key Stage, PP- Pupil Premium, MHEW –Mental health and emotional wellbeing

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School Vision and Values

Our Ethos

At Chantry our core values are 'Confident, Caring and Creative'. These values underpin everything we do. We want to nurture children who are confident individuals who care about others and themselves, think creatively and have a love of learning.

Our Vision:

At Chantry, we are committed to developing a school community where children feel safe, valued and supported.

Through great teaching, we will provide a variety of exciting learning experiences both within and beyond our school that help children achieve highly and develop a life-long love of learning.

Our aim is to give every Chantry child the opportunities they deserve, no matter what their starting point or need. We want to grow confident, caring individuals who think creatively and (are not afraid to) celebrate their own unique qualities.

Together, we will provide children with the knowledge and skills they need, to ensure they grow into pro-active members of our community, ambitious for their own futures and able to shape the world around them.

Our Chantry Values

At Chantry we support children to become:

Aspirational - always striving to be their best

Independent - self -motivated taking responsibility for their own learning

Resilient - never giving up and learning from their mistakes

Respectful - caring for themselves, others and the world around them

Kind - showing care towards others and their feelings

Honest - being truthful to themselves and others

Passionate - being excited about learning

Inspiring - sharing their ideas and being positive role models

Unique - being proud of who they are

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KEY SEF PRIORITIES

KPI 1 To develop children's oracy, vocabulary and reading skills.
KPI 2 To increase the percentage of children achieving EXS in maths at the end of KS1 and KS2.
KPI 3 To ensure that children can reach the highest standards across the school
KPI 4 To continue to deepen children's knowledge in the foundation subjects
KPI 5 To develop the knowledge and skills to improve and maintain mental health
KPI 6 To develop understanding of behaviour and its impact
KEY ISSUES FROM OFSTED SECTION 5: 10TH OCTOBER 2017
Ensure that the good practice that exists already is shared with all staff Ensure that more pupils attain the highest possible standards, including in early years, by providing tasks that challenge. Ensure that core subject leaders check coverage of the curriculum to ensure continuity and progression, particularly at the transition from KS1 to KS2
THE SCHOOL'S OWN SELF EVALUATION
<ul style="list-style-type: none">• Overall outcomes for 2021/22 are Good.• Quality of Education has been judged as Good• Leadership and Management has been judged as Good• Personal Development has been judged as Outstanding• Behaviour and attitudes has been judged as Good.• Early Years has been judged as Good <p>This means that the school's own self-evaluation of Overall Effectiveness judges the school to be: Good.</p>

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Current Judgement: Good	THE QUALITY OF EDUCATION		
PERIOD COVERED BY PLAN: ACADEMIC YEAR 2020-21		PLAN WRITTEN BY: Becky Reed in consultation with SLT, staff and Governors	
INITIAL DATE: 5/9/22	MOST RECENT REVIEW:		NEXT REVIEW: November 2022
KPI 1 To develop children’s oracy, vocabulary and reading skills. KPI 1.1 To support children’s vocabulary development KPI 1.2 To ensure all reading remains a high priority and children read for enjoyment KPI 1.3 To monitor the consistency in the quality of phonics teaching and early reading. KPI 1.4 Provide opportunities to develop oracy KPI 1.5 To help parents support their child’s reading and phonics at home KPI 1.6 To Support disadvantaged children develop strong early reading and speaking skills KPI 2 To increase the percentage of children achieving EXS in maths at the end of KS1 and KS2 KPI 2.1 To develop children’s rapid recall of basic number facts KPI 2.2 To ensure consistency across the school in planning and teaching using the mastery approach KPI 2.3 To monitor continuity and progression in maths KPI 3 To ensure children can reach the highest standards across the school. KPI 3.1 To ensure appropriate challenge across the curriculum KPI 3.2 To complete regular formal assessments in KS2 to build children’s resilience			

Current Judgement: Good		THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT OF THE SCHOOL	
PERIOD COVERED BY PLAN: ACADEMIC YEAR 2020-21		PLAN WRITTEN BY: Becky Reed in consultation with SLT, staff and Governors	
INITIAL DATE: 5/9/22	MOST RECENT REVIEW:	NEXT REVIEW: November 2022	
KPI 4.0 To continue to deepen children’s knowledge in the foundation subjects KPI 4.1 To continue to develop teacher subject knowledge and expertise in the foundation subjects KPI 4.2 To continue to provide outstanding provision for the arts across the curriculum KPI 4.3 To ensure children can demonstrate their knowledge and understanding in the recording of foundation subjects KPI 4.4 To support new senior leaders KPI 4.5 Provide support for staff new to year groups			

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KPI 4.6 Continue to develop middle leaders within the school
KPI 4.7 To further strengthen the skills of the governing body

Current Judgement: Good

QUALITY OF PERSONAL DEVELOPMENT

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2020-21

PLAN WRITTEN BY: Becky Reed in consultation with SLT, staff and Governors

INITIAL DATE: 5/9/22

MOST RECENT REVIEW:

NEXT REVIEW: November 2022

KPI 5 To develop the knowledge and skills to improve and maintain mental health

KPI 5.1 To develop children's understanding, development and maintenance of positive MHEW

KPI 5.2 To develop parent/carer understanding of MHEW in both themselves and their children, and know how to access support

KPI 5.3 To promote equality of opportunity and an inclusive environment through celebrating diversity, ensuring all have a sense of belonging

KPI 5.4 To further develop children's awareness of online safety

KPI 5.5 To build up children's fitness and stamina

KPI 5.6 To reduce waste and build up children's awareness of its impact

Current Judgement: Good

QUALITY OF BEHAVIOUR AND ATTITUDES

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2020-21

PLAN WRITTEN BY: Becky Reed in consultation with SLT, staff and Governors

INITIAL DATE: 5/9/22

MOST RECENT REVIEW:

NEXT REVIEW: November 2022

KPI 6 To develop understanding of behaviour and its impact

KPI 6.1 To reflect on the causes of our own and others' behaviour, and make choices and changes based on this

KPI 6.2 To develop understanding of learning needs and effective strategies to become motivated and eager learners

KPI 6.3 To value and develop skills for prolearning and prosocial cooperation

KPI 6.4 To recognise that behaviour online has as much impact as offline

KPI 6.5 To carry out action research to increase the attendance of disadvantaged children