

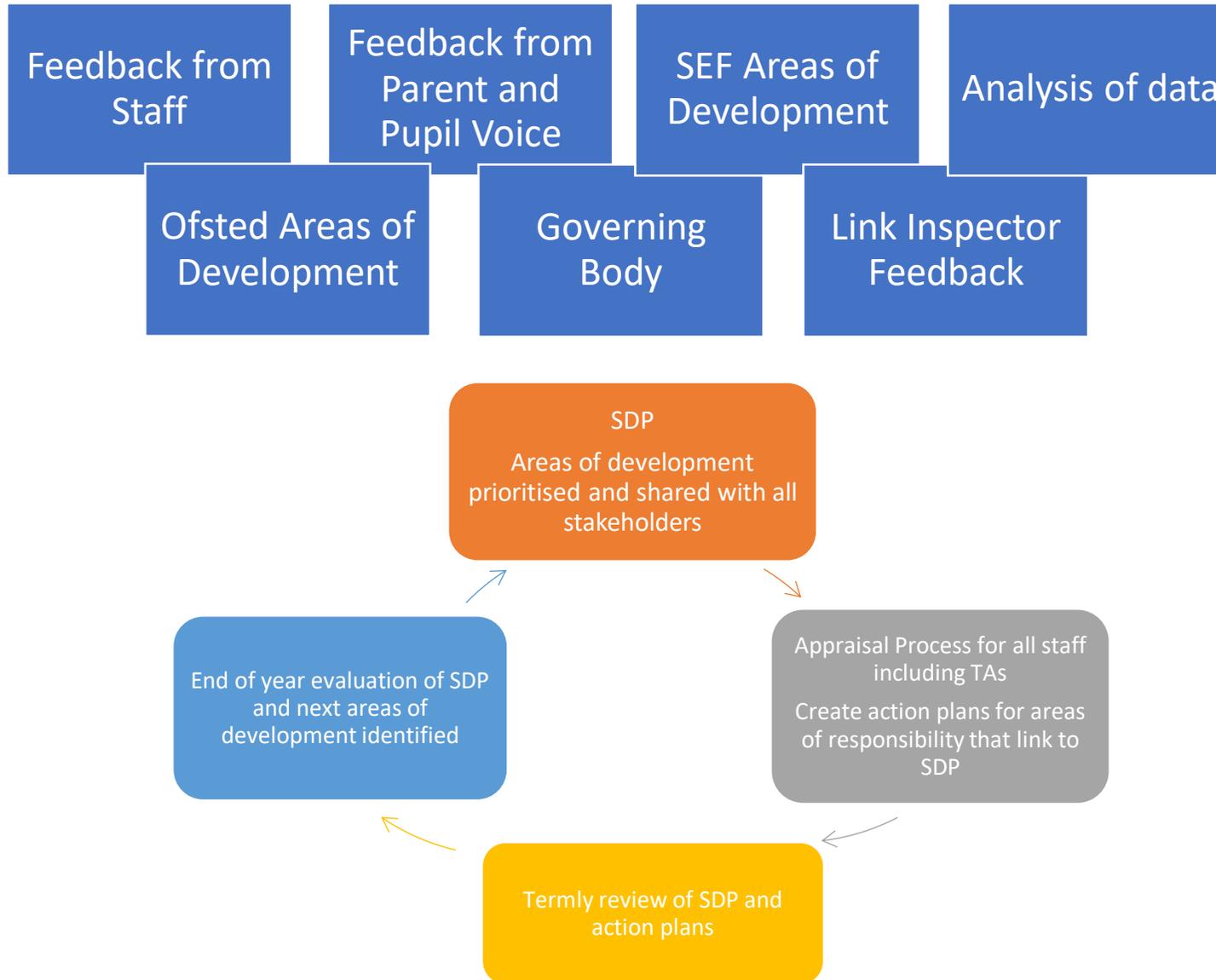
Derwentwater Primary School Development Plan 2020-2021



Vision: To create a community of successful learners who have high aspirations and feel confident, happy and safe; showing respect for themselves, each other and the environment.

Derwentwater Primary School Development Plan 2020-2021

The School Development process of continued improvement involves working in collaboration with all stakeholders, responding to the needs of the pupils and monitoring and reviewing impact.



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Overview of School Priorities for Staff, Parents and Governors

Quality of Education	
Aim 1:	To raise standards in maths across the school by implementing the maths mastery approach to learning.
Aim 2:	To deliver a broad and balanced curriculum that shows clear progression in the sequence of vocabulary, skills and knowledge development
Aim 3:	To embed a consistent approach to the teaching of reading to raise standards and foster a love of reading.
Aim 4:	To continue to refine a remote learning offer that provides continuous learning.
Aim 5:	To enrich the curriculum and improve pupil engagement by incorporating more opportunities for outdoor learning.
Leadership and Management	
Aim 1:	To facilitate the implementation of a recovery programme that includes a strategy to support disadvantaged pupils and to use a robust assessment system to track impact and progress.
Aim 2:	To develop a clear and aspiring vision that is demonstrated and understood by all stakeholders.
Aim 3:	Ensure that Leaders at all levels demonstrate a deep and accurate understanding of the school's effectiveness and next steps, informed by the views of pupils, parents and staff.
Behaviour & Attitudes	
Aim 1:	To develop children's confidence, empathy and sense of responsibility towards themselves and others.
Personal Development	
Aim 1:	To embed wellbeing and respect throughout the ethos of the school so children feel valued, safe and ready to learn.
EYFS	
Aim 1:	To create an inclusive curriculum and environment that provides challenge and promotes language development.
Aim 2:	To continue to develop early reading skills ensuring that is at the core of the EYFS offer.

Overview of School Priorities for Children



Our vision is to create a community of successful learners who have high aspirations and feel confident, happy and safe; showing respect for themselves, each other and the environment.



Reading makes you clever!

READ, READ, READ!

We know that reading helps our vocabulary and knowledge to grow. Reading every day for enjoyment will improve our learning and understanding. We strive to be authors and writers.

Vocabulary



We use a good level of vocabulary when we speak & write in all subjects.



Maths Mastery

Maths Mastery will help us become confident mathematicians who can use mathematical language to explain our thinking.



British Values

We understand and demonstrate British Values. We show respect for ourselves, each other and the world around us. We believe in equality for everyone.



Physical & Mental Health

We know that eating well and exercising every day keeps us healthy. We feel happy and safe at school and we know what to do to help ourselves and each other.



Curriculum

We will engage in learning across all subjects inside and outside of the classroom by asking questions, challenging ourselves and reflecting on our learning.

Behaviour and Attitude



Being a Derwentwater pupil means we have high expectations and are ambitious to succeed and contribute at school and beyond school. To do this, we have to be curious, motivated and engaged in learning.



Parents in Partnership

Parents at Derwentwater engage with school to get the best outcomes for their children. Working in partnership is key and we value parent views.

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Targets for end of year 2021

		Reading	Writing	Maths
YEAR		Target	Target	Target
6	% at ARE+	73	78	79
5	% at ARE+	73	78	79
4	% at ARE+	73	70	70
3	% at ARE+	73	70	70
2	% at ARE+	75	69	76
2	Phonics Screening % pass	91		
1	% at ARE+	70	62	76
1	Phonics Screening % pass	82		
R	% GLD	72		
N	% GLD	72		

Target Setting Process

Targets set have been based on:

- Baseline assessment 2020
- End of Spring term 2019/20 data
- Previous attainment information i.e. Key Stage 1 test results
- National Averages of end of Key Stage tests 2019
- Pupil Progress Meetings – individual performance

These are very ambitious targets with significant gaps in learning seen due to Covid pandemic situation.

We will have a better indication of attainment and trajectory towards end of year targets following end of autumn assessments and more meaningful again by spring term.

Where relevant these targets are part of milestones for the specific Aims within the SDP

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Quality of Education						
Aim 1: To raise standards in maths across the school by implementing the maths mastery approach to learning						
Rationale: To improve maths vocabulary and the application of skills for problem solving, identified by school and Ofsted 2019 as an area of development. To raise the number of children reaching the expected standard and greater depth in maths.					Allocated Budget: £1900 (training and cover)	
					Link Governor: Vicki Joshua	
Milestone 1: December 2020 Review Staff start to use elements from the maths mastery strategies Students to complete catch-up curriculum in Autumn 1			Milestone 2: April 2021 Review Quality of teaching and learning is consistently high and includes Maths Mastery strategies that lead to spring assessment data showing more children on track to meeting school target.		Milestone 3: July 2021 Review Maths assessments show an increase in accuracy on questions that involve problem solving leading to end of year school target being met.	
Action	Success Criteria	Timescale	Led by	Cost/Resources	Monitoring	Impact
Training for staff on Maths Mastery approach. Share a clear intent and vision.	Teachers have a clear understanding of what a Mastery lesson 'looks like'.	Autumn 2020	CA	CPD budget Cost of TLR Time	Staff evaluation and additional support given.	
Support teachers with planning for Maths Mastery approach. (Use White Rose Hub Resource Centre)	Quality planning and teaching that reflects the maths mastery approach.	Ongoing 2020	CA KP	Release time each week for CA (half a day)	Book looks Supporting with Planning.	
During planning, teachers identify when concrete resources can be utilised in lessons and how working walls can be used.	Concrete resources are used readily in lessons.	Sept-Dec	CA	Concrete resources	Learning walks Pupil voice Environment audit	
Students to complete PUMA Summer assessments as a baseline.	Assessments help identify gaps in learning and inform planning and interventions which show impact on overall outcomes.	Sept 2020	CA	Baseline assessments	Use of Target Tracker to record baseline	
Teachers are given a Mastery vocabulary booklet. New vocabulary will be made and distributed. Model how to create sentence stems for students to explaining their thinking.	Teachers and students to use precise Mathematical vocabulary.	Sept 2020	CA	Vocabulary booklets	Pupil voice	
Teachers are given an updated list of Questions for Depth that are to be used. Explain how and when Questions for	Teachers have clarity on Questions for Depth.	Sept 2020	CA	Question for Depth list	Pupil voice Book look Learning walk	

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Depth are used during lessons.	Questions for Depth are integrated into various parts of the lesson.					
Further training on Maths Mastery strategies.	Increased use of maths mastery strategies and positive impact on outcomes.	November Spring Summer	CA	Time	Staff meeting Boo look Pupil Voice Learning walk	
Peer observation – sharing good practice.	Improved understanding and quality of teaching.	Spring 2020	Teachers	Time out of class	Observations	
Meet with teachers individually to review progress.	Improved confidence and clarity around Maths Mastery approach.	Ongoing	CA	Time	Planning, professional dialogue	
Whole school monitoring of maths in action including interventions.	Maths Mastery demonstrated well across the school showing strategies shared in training.	Termly	SLT CA SENCo	Release time for CA	Pupil progress Learning walks Data analysis	
Governors: 1. Maths lead to present Maths Mastery to governors in T and L committee. 2. Governors to see Maths Mastery on Governor Day.						
School Evaluation Autumn term: Planning?					Implications for next term:	
School Evaluation Spring term: Interventions?					Implications for next term:	
School Evaluation Summer term: Impact?					Implications for SDP 2021/22:	
Aim 2: To deliver a broad and balanced curriculum that shows clear progression in the sequence of vocabulary, skills and knowledge development						
Rationale: Although a broad curriculum is offered the progression between year groups, phases and units of work needs to improve Links between subject skills, knowledge and vocabulary need to be explicit to improve teachers understanding of prior learning which will improve pitch and challenge.					Allocated Budget: £2400 science, £1000 history, £1000 Geography, £300 RE, £300 French, £1600 Art/DT, £300 music £6,900	
					Link Governor: Michael Arthur	
Milestone 1: December 2020 Review A recovery curriculum that delivers the key skills and knowledge missed from the previous year. A clear vision for subject areas that links to the wider school vision of preparing children for life beyond Derwentwater as historians, artists and scientist etc.		Milestone 2: April 2021 Review Clear matrix of progressions across subjects - Cross curricular links between subjects demonstrated in pupil voice, book looks and displays.		Milestone 3: July 2021 Review Evidence of a broad curriculum, in particular, practical science across the school and children using technical & scientific vocabulary to good effect.		
Action	Success Criteria	Timescale	Led by	Cost	Monitoring	Impact
Teachers have a clear vision for their subject that reinforces the school vision and is demonstrated through their subjects across the school.	Children relate skills and knowledge within subjects to the wider world and have high aspirations.	July 2020	Subject leads and HT/DH	Time and resources	Pupil Voice Planning	

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Teachers planning reflects missed learning from previous year.	Teachers aware of previous coverage and how their teaching can easily revisit learning, identify misconceptions and offer challenge.	Autumn 2020	Coordinators	Time	Book looks Planning scrutiny	
A progression of skills, vocabulary and knowledge matrix developed for all subjects to ensure full and high quality coverage.	Teachers have a better understanding of the links between subjects and year groups and can therefore build upon previous learning more successfully.	Autumn 2020	SLT Coordinators	Release time	Matrix scrutiny	
Teachers and coordinators plan and deliver an enriched, inclusive curriculum that represents the diversity of our world through choice of authors, books and content.	Increased awareness and representation of black and minority group contributions to across all subjects.	Ongoing	SLT Coordinators	PPA	Pupil voice Planning scrutiny	
Incorporate adequate challenge for all children within all lessons with a clear focus on GDS in all lessons.	Book looks and pupil voice show challenge and high expectations for all.	Ongoing	English, maths and science leads	PPA	Book looks Pupil voice Data analysis	
Use working walls for all subjects to support learning through the use of visuals and models to scaffold learning and support movement to long term memory.	Environments demonstrate a broad curriculum and support learning in the classroom.	Ongoing	Coordinators	Time	Environment audit Pupil voice Learning walk	
To use the PSHE recovery curriculum as part of the emotional recovery aspect of the curriculum.	Children are aware of mental health and recognise good mental health and how they can help themselves and each other.	Ongoing	TF	Time	Pupil voice	
Remote Learning offers broad and balanced coverage.	Children's experience of learning at home is similar to school.	Ongoing	SLT	Release time	Scrutiny of remote learning offer	
To introduce the new Relationships & Sex Education (SRE) statutory guidance.	SRE curriculum mapped out Parents consulted.	Autumn 2020	TF	Release time	Curriculum map Workshops	
Science Empiro package launched to promote practical science.	Children view themselves as scientists and make greater progress.	Spring 2021	SC	Release time	Learning walk Pupil voice	
Governors: 1. Look at Curriculum Matrix in T and L in Spring.						
School Evaluation Autumn term:					Implications for next term:	
School Evaluation Spring term:					Implications for next term:	

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School Evaluation Summer term:					Implications for SDP 2021/22:	
Aim 3: To embed a consistent approach to the teaching of reading to raise standards and foster a love of reading.						
Rationale: Decline in reading outcomes from previous years. 66% compared to national average of 73% 2018-2019 Pupil voice demonstrated a lack of understanding around which skills and strategies were being used. Research shows that reading broadens vocabulary. Need to embed initiatives introduced in previous year.					Allocated Budget: £5500	
					Link Governor: Aizad Hussein	
Milestone 1: December 2020 Review Daily guided reading sessions that demonstrate the explicit teaching of reading skills. An environment that promotes a love of reading.			Milestone 2: April 2021 Review Spring assessments show at least expected progress from autumn baseline and more children on track to meeting end of year school target.		Milestone 3: July 2021 Review Accelerated reading attainment and strong, consistent teaching of reading across the school leading to the end of year school target being met.	
Action	Success Criteria	Timescale	Led by	Cost/Resources	Monitoring	Impact
To raise the profile and importance of reading through the use of the library and reading spaces.	Children reading for pleasure and accessing high quality books in the shared reading spaces and the school library.	Autumn 2020	RK AP	TLR cost Release time for both coordinators	Learning walks Pupil voice	
To improve the teaching of reading skills and strategies through support with planning.	Increased skill set of teachers in teaching and supporting children of all ability levels in reading.	Autumn 2020	RK AP	Time	Peer support and monitoring	
Review the reading curriculum to ensure progression, depth and diversity.	Planning shows progression and reading incorporates a range of genres that are diverse in content and which include author diversity.	Ongoing	RK AP	Time	Planning scrutiny	
English leads to monitor and evaluate the quality of guided reading.	High standards of teaching in reading lessons and improved outcomes evident in formative and summative assessment leading to the end of year school target being met.	Ongoing	RK AP	Additional release time	Learning walks Planning scrutiny Data analysis	
To support staff in explicitly teaching reading skills and following school approach to teaching reading.	Consistency in the quality of teaching across the school. Children able to talk about the skills they are using.	Ongoing	RK AP	Time	Learning walks Pupil voice	
Increase percentage of children accessing online reading and reading every day through improved parent engagement.	Parents recognise the importance of reading and support children in reading every day and accessing Reading Buddy on line.	Ongoing	RK AP	Time	Data analysis Reading Buddy and reading journals	

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Free choice books and age-appropriate Oxford Reading Tree Books shared weekly.	Oxford Reading Tree books and free choice books combined to offer challenge and enjoyment.	Ongoing	RK AP	Time	Reading Book checks Pupil voice	
Governors: 1. English Lead to present guided reading approach to T and L committee.						
School Evaluation Autumn term:					Implications for next term:	
School Evaluation Spring term:					Implications for next term:	
School Evaluation Summer term:					Implications for SDP 2021/22:	
Aim 4: To continue to refine a remote learning offer that provides continuous learning						
Rationale: Due to long periods of absence from school and continued disruption to attendance an online learning platform that supports learning at home is necessary. Also a requirement outlined in government guidance. Learning at home needs to closely link to the learning at school to reduce gaps emerging.					Allocated Budget: £22,000	
					Link Governor: Vicki Joshua, Michael Arthur, Aizad Hussein	
Milestone 1: December 2020 Review All children who are absent accessing remote learning electronically or in paper form.		Milestone 2: April 2021 Review 100% children engaged with remote learning and quality feedback and support given leading to good progress being made in spring assessments		Milestone 3: July 2021 Review Children have made expected to accelerated progress despite absence leading to the end of year school target being met.		
Action	Success Criteria	Timescale	Led by	Cost	Monitoring	Impact
All children logged onto Google classroom and family support given.	Children continue learning whilst absent if not unwell.	Sept 2020	TF	Time	Google Classroom access	
Staff refresher training on Google classroom and use of Oak Academy platform.	Staff are confident at creating quality learning that links to classroom coverage.	Sept 2020	AH	Time	Google Classroom Staff voice	
Promote the use of Google Classroom through newsletters, website and parent correspondence in preparation for absence so learning can continue.	Learning available as soon as children are absent Parents/pupils understand how to access the learning.	Sept-Oct	SLT	Time	Google Classroom Newsletters Website	
To regularly review the quality of remote learning through pupil, parent and staff feedback.	Working in partnership with parents to support children's learning. Evaluation demonstrates positive feedback and outcomes.	Ongoing	SLT	Time	Google Classroom Parent, pupil and staff feedback	
Create a package of learning for those children who cannot access on line learning.	All children supported with learning at home regardless of access to technology and Wi-Fi.	Sept 2020	All teachers	Time	Parent feedback Paper Pack scrutiny	
Governors: 1. Summary shared at FGB meeting 2. Remote learning strategy and offer shared at T and L meeting.						

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School Evaluation Autumn term:					Implications for next term:	
School Evaluation Spring term:					Implications for next term:	
School Evaluation Summer term:					Implications for SDP 2021/22:	
Aim 5: To enrich the curriculum and improve pupil engagement by incorporating more opportunities for outdoor learning.						
Rationale: Utilising outdoor space to further engage children in their in learning; benefiting all children, but in particular, many who do not have access to outdoor opportunities and space.					Allocated Budget: £1600	
					Link Governor: Michael Arthur £1800 EP, £3000 KS1 £4800	
Milestone 1: December 2020 Review All children have more opportunities for learning outside each week and are aware and engaged with the Edible Playground project.			Milestone 2: April 2021 Review Consistent use of outdoor spaces for learning which is embedded in planning and improves well-being and engagement.		Milestone 3: July 2021 Review Children have made at least expected progress, leading to the end of year school target being met.	
Action	Success Criteria	Timescale	Led by	Cost/Resources	Monitoring	Impact
Edible garden Project launched. Global Garden utilised to support outdoor learning but science and well-being in particular.	Pupil voice demonstrating positive impact of outdoor learning. Progress increased and end of year school target met.	Sept 2020	HT SC	Clearance Up keep Resources	Learning walk Planning Pupil voice	
Art Project launched for year 5 children. Vulnerable children given the opportunity to become artists and design and produce art work alongside an artist	Pupil voice demonstrating increased engagement and confidence and a sense of achievement and contribution to the wider world.	Sept 2020	KP HT	Time	Learning walk Pupil voice	
Key stage 1 to timetable daily outdoor learning to improve pupil engagement and transition from reception.	Improved outcomes towards meeting end of year targets and enhanced engagement.	Sept-Oct	SF KH	Time	Learning walk Planning scrutiny	
Science planning and delivery to utilise Edible Playground.	Regular science lessons outside that improve engagement and outcomes.	Ongoing	SC	Time	Learning walk	
Use of outdoor space to support self-regulation and readiness to learn.	Children can self-regulate and be independent in supporting their own learning.	Sept 2020	All teachers SENCo	Time	SENCo scrutinising timetables	
Governors: 1. Outdoor learning walk and pupil voice during Governor Day.						
School Evaluation Autumn term:					Implications for next term:	
School Evaluation Spring term:					Implications for next term:	
School Evaluation Summer term:					Implications for SDP 2021/22:	

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Leadership and Management						
Aim 1: To facilitate the implementation of a recovery programme that includes a strategy to support disadvantaged pupils and to use a robust assessment system to track impact and progress.						
Rationale: Missed learning and gaps in skills and knowledge due to prolonged closure from Covid. To ensure a broad and balanced curriculum is offered that provides challenge and support. To apply a cycle of plan, do and review to ensure impact is monitored and evaluated. Requirement to offer quality remote learning.					Allocated Budget: Within current staffing budget, assessment budget	
					Link Governor: Geoff Carruthers	
Milestone 1: December 2020 Review A menu of interventions are on offer to accelerate learning and to close gaps for children at risk of falling behind.			Milestone 2: April 2021 Review Assessments are showing accelerated progress for vulnerable groups.		Milestone 3: July 2021 Review Outcomes show good progress and attainment for all children from their baseline leading to the end of year school targets being met.	
Action	Success Criteria	Timescale	Led by	Cost/Resources	Monitoring	Impact
Assessment tracking system is embedded and leadership are confident at evaluating impact and identifying next steps.	More efficient tracking. Improved analysis that identifies impact and supports actions to improve practice.	Termly	SLT	Time Provision Map Target Tracker	Provision Map Target Tracker Governors	
To introduce summative assessment across the school for science.	Teachers have a greater understanding of where the children are in their learning in science and can share this with parents. Improved progress and pitch.		SC	Assessment Package	Staff feedback Planning Assessment analysis	
Continue to develop the capacity of middle leaders to lead and monitor their subjects and enhance the wider curriculum through quality CPD.	Increased leadership capacity. Confident coordinators who take ownership of their subject to raise standards.	Ongoing	SLT and coordinators	Time CPD	Impact of CPD Feedback from coordinators	
Deploy staff to deliver interventions and support across the school.	Quality interventions being delivered to a high standard and contributing to accelerated learning and targets being met.	Ongoing	SLT/SENCo	CPD	Intervention walk Provision Map	
To provide teachers with strategies to support children with SEND and other vulnerable groups to access a broad curriculum alongside their peers.	Inclusive ethos in which children are learning a broad curriculum through the use of technology, resources and strategies.	Termly	SENCo	SEN resources Technology CPD	Learning walks Technology Resources	

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Knowledge of who the disadvantaged children are and how they can be targeted for interventions or additional guided work in the classroom.	Accelerated progress for disadvantaged children from their baseline. Greater awareness amongst teachers of barriers to learning.	Ongoing	SLT	Time	Learning walks Pupil Progress	
Improved systems for referral and identification of SEND.	Appropriate support given which removes barriers and increases progress.	Autumn 2020	SENCo	Time	SEN register Referral process	
To offer opportunities for pre-learning and over learning across the curriculum.	Improved understanding leading to better outcomes.	Ongoing	SLT	Time	Pupil voice TA timetables	
Offer additional tutoring after school to disadvantaged groups.	Accelerated progress leading to the end of year school targets being met.	October to July	SLT	Time	Homework club walk	
Governors: 1. Analysis of data showing progress of all children, including vulnerable groups.						
School Evaluation Autumn term:				Implications for next term:		
School Evaluation Spring term:				Implications for next term:		
School Evaluation Summer term:				Implications for SDP 2021/22:		
Aim 2: To develop a clear and aspiring vision that is demonstrated and understood by all stakeholders.						
Rationale: To reinforce and give clarity about what it means to be a pupil at Derwentwater. To raise the profile and broaden the appeal of Derwentwater in the community. To respond to falling numbers by competing with local schools and being explicit about offering high academic standards as well as being an inclusive school that celebrates its rich and diverse community					Allocated Budget: CPD budget	
					Link Governor: Geoff Carruthers	
Milestone 1: December 2020 Review To have clarity around the vision of the school involving all viewpoints.		Milestone 2: April 2021 Review To embed the school vision throughout all forms of communication and school life which is understood by all stakeholders.			Milestone 3: July 2021 Review For Derwentwater to be a first choice school in the area for more children.	
Action	Success Criteria	Timescale	Led by	Cost/Resources	Monitoring	Impact
Vision to be clarified through discussion with all stakeholders.	Feedback from parents, pupils and staff contributing to clear vision.	Autumn 2020	HT	Time and CPD Questionnaires	Pupil, staff and parent voice	
Strong induction for new staff and governors around Derwentwater vision.	New stakeholders are clear about the vision of the school.	Ongoing	HT	Time	Feedback from stakeholders	
The school vision underpins the values that are taught across all aspects of school life.	Children and parents aware of school values and vision.	Ongoing	SLT	Time	Pupil and parent voice	
Enhance the school's inclusive ethos through teaching and learning, assemblies and parent communication.	Parents of SEND/EAL pupils feel well supported. Whole community have a greater awareness of inclusion and the support that is available.	Ongoing	SENCO, sp and I therapist, PSA	Time	Assembly calendar Newsletter and website	

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Promote the school and increase parent engagement through workshops, the school website and social media.	Parent feedback shows that the website is useful and improved parent engagement.	Spring to summer	HT SLT	Time	Questionnaire	
To use the website as a marketing tool that showcases the school's vision and strengths to new and prospective parents.	Increase in numbers on roll and positive feedback from parents who clearly understand the school's vision.	Ongoing	HT SLT	Time	Questionnaire	
To increase nursery numbers and enhance status in the community.	Increase intake into the nursery.	Ongoing	HT DH	Website designer	Numbers on roll	
Governors to be ambassadors for the school.	Governors are known by the parents.	Ongoing	HT/governors	Time and CPD	Parent feedback	
Governors: 1. Offer a Governor Surgery each half term to meet parents.						
School Evaluation Autumn term:					Implications for next term:	
School Evaluation Spring term:					Implications for next term:	
School Evaluation Summer term:					Implications for SDP 2021/22:	
Aim 3: Ensure that Leaders at all levels demonstrate a deep and accurate understanding of the school's effectiveness and next steps, informed by the views of pupils, parents and staff.						
Rationale: Need to monitor effectiveness in a variety of ways and by gathering a range of viewpoints. To develop leaders capacity to analyse effectiveness of initiatives and practice. To work more effectively with governors to drive the school development priorities.					Allocated Budget: £500 mental health	
					Link Inspector: Geoff Carruthers	
Milestone 1: December 2020 Review Governors are clear about the strategic direction and vision of the school and are known by the school community.		Milestone 2: April 2021 Review Effective links made with governors to monitor school improvement and to feedback on impact and next steps in order to continue to raise standards.		Milestone 3: July 2021 Review Leaders are confident at monitoring the school's effectiveness, leading to the end of year school targets being met.		
Action	Success Criteria	Timescale	Led by	Resources/Cost	Monitoring	Impact
Improve the governor's strategic view of the school and evaluation of the effectiveness of the school development plan priorities.	Clear strategic direction that incorporates challenge and support to drive the school development priorities.	Ongoing	Governors HT Clerk	FGB training Cost of releasing teachers during Governors' Days Link Visits	Minutes from FGB Link Visit Reports Governors' Day	
Develop governor, parent and carer forum.	Staff and parents know the governors and their roles within the school.	Spring and Summer	Governors HT	Time	Parent voice	

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Governors to provide written reports on Link visits / governors day focusing on evaluation and impact.	Efficient and effective links with governors to evaluate school effectiveness.	Ongoing	Governors HT		FGB minutes Governor reports	
To develop leadership evaluation of school effectiveness through quality CPD.	Leaders use SMART targets and understand the importance of using evidence based initiatives and measuring and evaluating impact to raise standards.	Ongoing	SLT	CPD Release time	CPD evaluation Analysis of impact and progress across subjects	
To prioritise staff well-being and share strategy of support across all school life from counselling, time and support.	Staff feel supported.	Ongoing	SLT	Time CPD	Staff feedback	
To involve all stakeholders in the evaluation of effectiveness through staff, pupil and parent questionnaires and feedback and to communicate this to those involved.	To respond to feedback and communicate through 'you said' 'We did' approach.	Termly	HT	Time	Questionnaire Parent communication	
Governors: 1. Link visits with coordinators to discuss impact.						
School Evaluation Autumn term:					Implications for next term:	
School Evaluation Spring term:					Implications for next term:	
School Evaluation Summer term:					Implications for SDP 2021/22:	

Behaviour & Attitudes						
Aim 1: To develop children's confidence, empathy and sense of responsibility towards themselves and others						
Rationale: Low level behaviour has not been adequately recorded. A whole school tracking system is needed to monitor behaviour effectively and plan interventions. Good behaviour needs to be shared with parents more effectively and routinely.					Allocated Budget: £500 mental health £1500 Behaviour class charts	
					Link Governor: Caroline Gammage	
Milestone 1: December 2020 Review Introduction of new behaviour tracking system and a consistent approach evident across the school.			Milestone 2: April 2021 Review Behaviour Policy embedded and behaviour interventions that show a positive impact on progress.		Milestone 3: July 2021 Review An ethos of support and celebration that is understood and valued by pupils, parents and staff, leading to the end of year school targets being met.	
Action	Success Criteria	Timescale	Led by	Cost/Resources	Monitoring	Impact
Review behaviour policy/approach in collaboration with pupils, staff and parents.	All stakeholders are clear on the school's approach to behaviour.	Autumn 2020	AHs	Time	Minutes Action Plan	

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					Feedback	
To launch a behaviour tacking system.	Staff are confident using new system and demonstrate consistency.	Autumn 2020	AHs	Behaviour system	Review tracking system use	
Track and target children who struggle with their behaviour and intervene sooner.	Interventions improve behaviour sooner and impact positively on learning.	Autumn 2020	AHs	Interventions	Behaviour interventions analysed.	
To celebrate learning, behaviour and achievements in assemblies and newsletters to reinforce incentives and a positive ethos.	Success demonstrated through school life and communication with pupils and parents.	Ongoing	AHs	Certificates rewards	Assemblies Parent voice Pupil voice	
To share strategies that promote self-regulation and self-awareness such as mindfulness, meta cognition and emotional coaching.	Children, staff and parents understand the varying strategies used at school to support children.	Ongoing	AHs	CPD	Pupil voice Learning walks	
Support vulnerable children with mentors and buddy system.	Identified children are happy and successful learners alongside their peers.	Ongoing	SENCo	Time	Pupil voice Staff voice	
Governors: 1. Observing behaviour strategies during Governor Day learning walk.						
School Evaluation Autumn term:					Implications for next term:	
School Evaluation Spring term:					Implications for next term:	
School Evaluation Summer term:					Implications for SDP 2021/22:	

Personal Development

Aim 1: To embed wellbeing and respect throughout the ethos of the school so children feel valued, safe and ready to learn.

Rationale: To reinforce the importance and awareness of mental well-being and respect in a period of uncertainty and change.					Allocated Budget: £500 mental health CPD budget	
					Link Governor : Nick Jones	
Milestone 1: December 2020 Review Black History month celebration and school initiative around improving the curriculum to make it more diverse is shared with community.			Milestone 2: April 2021 Review Children are aware and confident about how to stay safe.		Milestone 3: July 2021 Review Embedded safeguarding procedures keeping the whole community safe.	
Action	Success Criteria	Timescale	Led by	Cost	Monitoring	Impact
Create a calendar of events that reflect the ethos of the school around safety and respect.	Increased awareness amongst the whole community of matters of safety and respect.	Autumn	TF	Time	Newsletters Website	

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Launch road safety initiative.	Children walking to and from school safely.	Autumn	HT	Time	Parent and pupil feedback	
Provide Online safety awareness to parents.	Increased awareness of online safety.	Autumn	TF	Time	Website and feedback	
Black History Month launch and introduction to a more diverse curriculum.	Greater awareness of the contributions of black and minority people amongst children that improves engagement and outcomes.	October to December	TF	Diverse resources	Newsletter Website Parent and pupil feedback	
Continue to raise the profile of good mental and physical health and how we can support ourselves and each other through regular communication with pupils, parents and staff.	Access to the Space and counselling service. Increased outdoor learning. Assemblies, interventions that all improve well-being and communication.	Ongoing	SLT The Space	Time	Newsletter Website Google Classroom	
The well-being of pupils is embedded in the ethos of the school.	Children know who they can talk to and are aware of strategies that help them learn.	Ongoing	SLT	Time	Pupil voice	
Ensure Safeguarding procedures and systems are regularly reviewed and known by all stakeholders.	Clear procedures and systems in place to keep children safe. Children feel safe at school.	Ongoing	KH	Time	Newsletter Pupil Voice Staff voice	
Governors: Pupil voice discussion around safety during Governor Day.						
School Evaluation Autumn term:					Implications for next term:	
School Evaluation Spring term:					Implications for next term:	
School Evaluation Summer term:					Implications for SDP 2021/22:	

EYFS		
Aim 1: To create an inclusive curriculum and environment that provides challenge and promotes language development		
Rationale: Low starting points – 68% of children had a baseline below 22-36 months in Communication and Language. Economically diverse cohort means a wide range of ability so school needs to offer adequate challenge.		Allocated Budget: £2000
		Link Governor : Rachel Brewer
Milestone 1: December 2020 Review Children are well settled and engaged in learning inside and outside of the classroom.	Milestone 2: April 2021 Review Good relationships have been established with parents and they are familiar with the Derwentwater approach to support children in their learning.	Milestone 3: July 2021 Review Children make accelerated progress leading to the end of year school target being met.

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Action	Success Criteria	Timescale	Led by	Cost/Resources	Monitoring	Impact
CPD that continues to develop the breadth of the curriculum, raising standards and improving rates of progress.	All vulnerable cohorts to make at least expected progress within all prime areas of learning.	Autumn	KH	Time CPD	Planning scrutiny Data analysis	
To embed planning in the moment to improve learning opportunities and engagement.	Engaged children with a love of learning who make at least good progress.	Ongoing	KH	Planning	Learning walks Planning scrutiny	
To enhance the independent access to equipment and resources to promote child led learning.	Children are independent learners who can access storage of equipment safely.	Ongoing	KH	Time	Learning walks Environment check	
To further enhance partnerships with parents and carers through good communication and workshops.	Parents are supported in helping their children and linking with school initiatives.	Ongoing	KH	Workshop calendar	Parent voice Workshop feedback	
To continue to develop the use of the outside space for the continuous provision and adult-led opportunities with a particular focus on the nursery.	Pupils are exposed to a rich, inspiring, and inclusive curriculum that engages, widens, and enhances their learning. Enhanced learning experiences and outcomes for children through effective use of the outdoors.	Ongoing	KH	Time Outdoor resources	Learning walks	
To include more writing opportunities that will interest the boys.	Boys more confident at mark making.	Ongoing	KH	Planning	Learning walks	
Plan more opportunities for maths skills and mathematical language to be developed.	Mathematical skills and knowledge is more evident and increased progress made.	Autumn	KH	Maths resources	Learning walks Planning	
To strengthen PSED lessons ensuring pupils develop good emotional and social skills from their baseline.	Pupils will learn cooperatively and establish positive peer relationships and attitudes to learning.	Ongoing	KH	Interventions	Learning walks Intervention impact	
Work closely with speech and language therapist to offer early support and improve SALT provision across EYFS.	Better outcomes for children with possible speech and language difficulties.	Autumn	KH SENCo Therapist	CPD Time	Provision Map Learning walks	
To embed outdoor visual challenges to support and deepen pupils' skills and understanding.	High challenge leading to better outcomes.	Ongoing	KH	Planning time	Provision Map Learning walks	

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Learning displays, resources, equipment and images reflect a diversity of culture and ethnicities while challenging gender stereotypes.	An ethos and celebration of diversity, respect and inclusion is clearly evident and supported.	Ongoing	KH	Display resources	Environment check	
Ensure each culture/religion represented is celebrated and where possible/appropriate, invite families in to share what they do.	A positive ethos of respect and celebration is felt by the pupils and parents.	Ongoing	KH	Time	Calendar of events Parent feedback	
Governors: EYFS learning walk during Governor Day.						
School Evaluation Autumn term:					Implications for next term:	
School Evaluation Spring term:					Implications for next term:	
School Evaluation Summer term:					Implications for SDP 2021/22:	
Aim 2: To continue to develop early reading skills ensuring that is at the core of the EYFS offer.						
Rationale: Want to lay firm foundations for a love of reading and to gain the support of the parents. High percentage of children with English as an additional language. School priority to improve reading.					Allocated Budget: £2000 (included above)	
					Link Governor:	
Milestone 1: December 2020 Review Clear links with parents to support reading.		Milestone 2: April 2021 Review Accelerated progress in reading leading towards more pupils being on track to meet the end of year school target.			Milestone 3: July 2021 Review Accelerated progress in reading leading to the end of year school target being met.	
Action	Success Criteria	Timescale	Led by	Cost/Resources	Monitoring	Impact
Maintain strong phonics teaching and include interventions to accelerate progress in early reading skills.	Pupils have learned vital early skills to support and develop their phonic knowledge to become confident and successful readers.	Ongoing	KH	CPD	Intervention walk Phonics walk	
Inform parents of the school's reading approach and expectations around supporting reading at home.	Routines well established for reading at home.	Autumn	KH	Time	Parent voice	
To have an exciting and well resourced, enclosed and comfortable book area.	Children using reading spaces and enjoying reading	Autumn	KH	Range of high interest books	Pupil voice	
A range of diverse books to be placed in zones of learning and outside every day (weather permitting) to encourage reading.	Increased opportunities to read and accelerated progress made leading to the end of year school target being met.	Ongoing	KH	Range of high interest books	Pupil voice Learning walks	

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Staff to prioritise reading with each of their Key-pupils every week.	Accelerated progress for key pupils leading to the end of year school target being met.	Ongoing	KH	Planning	Data analysis	
Governors: EYFS Environment check during learning walk on Governor Day.						
School Evaluation Autumn term:					Implications for next term:	
School Evaluation Spring term:					Implications for next term:	
School Evaluation Summer term:					Implications for SDP 2021/22:	

Previous initiatives that are still a priority	Working Walls – used to scaffold learning
	Sticky Learning – revisit previous learning at the start of lessons
	Use of visuals – supports all learners but in particular EAL and SEND
	Reviewing marking – researching feedback marking
	Reviewing Homework – researching impact
	Peel back and peel forward – adapted
	Target tracker training – assessment refresher
No Pens Day – developing oracy	