



School Development Plan: Published Summary 2023-2024

SCHOOL DEVELOPMENT PLAN EVALUATION 2022/2023	
Priority	Evaluation of progress
<p>To embed Curriculum 2022 across our school through the effective leadership of AOLE teams</p>	<ul style="list-style-type: none"> Teaching staff attended Cluster CfW planning for progression training and networking with other AOLE leads across the academic year 2022-23. Concept maps and Knowledge, Skills and experiences are planned for consistency across the cluster. The school ALNCo and Curriculum leads work to plan for all learners including those with targeted learning needs through the use of interventions. Pupil progress is tracked and monitored each term and reported to parents.
<p>To raise standards of attendance to as close to pre-covid levels as possible. (92-95%)</p>	<ul style="list-style-type: none"> A key member of school staff has been identified and given the role of Family Engagement and Attendance Officer (FEAO) to support parents and pupils to build good attendance habits and reduce absence rates. Key staff and Governors have attended regular LA training in the attendance/wellbeing processes. The FEAO ensure progress is being tracked and monitored each week and meets with the LA Attendance and Wellbeing Officer on a half termly basis and this has built relationships with parents. A reduction in absence due to school refusal is evident. Attendance will continue to be a School Priority 2023-24. Improvement in attendance is celebrated and rewarded each week during whole school assembly. Pupils are responding positively to being rewarded for good attendance. Weekly attendance is shared with the school community via ClassDojo and Ways to improve attendance including information relating to health and well-being are shared as appropriate.



HAWTHORN PRIMARY SCHOOL



<p>Further develop Digital Technologies and DCF across our curriculum.</p>	<ul style="list-style-type: none">• Staff continued to receive training/CPD activities and networked with professionals from across the cluster/consortia.• All pupils, staff, parents and governors were given opportunities to feed their ideas into the creation of our curricular plans.• All information available was shared with all stakeholders. Governors accepted the curriculum plans in July 22, and these have been available for use across the school in 22/23 academic year.
<p>Maintain standards and limit the impact of the new school plans/build.</p>	<ul style="list-style-type: none">• Building Ambassador Team was created. All members have shared the knowledge and experiences gained from attending the Kier monthly meetings with other pupils across the school. A regular newsletter is shared on ClassDojo and an open evening was made available for Parent's/ Guardians and Local Community to find out more about the building developments.• Senior Leaders attend a weekly meeting with Kier Staff and any important Health and Safety information is shared with the school community via the ClassDojo platform.• Health and Safety has been a priority while the outdoor building works have encompassed the Primary outdoor areas. The Year 1 and Year 2 yard was re-surfaced in the Summer Term to provide a soft, safe covering. This yard has now become part of the new school development and is currently not used by pupils. However, during the summer holidays, the Foundation Learning yards were re-developed to include areas of learning in the outdoors aligned to Foundation Learning principles. Canopies have also been installed to enrich the learning areas for our younger children.• Over the summer term session, the school website was not able to be updated due to technical issues. A new website is under development with collaboration from staff at Hawthorn High School and is due for launch at the start of October.



SCHOOL DEVELOPMENT PLAN PRIORITIES 2023/2024		
Priority	Key Actions	Support
<p>1. To implement a consistent and progressive approach to Foundation Learning practice and pedagogy.</p>	<ul style="list-style-type: none"> • Develop the role of Leader of Foundation Learning. • PDGEY Grant funding to support effective teaching ratio for pupils. • PDG Grant funding to support whole school training and implementation of pedagogical teaching and learning approaches which scaffold the learning and development for all children and for those in Nursery to Year 2. • Implement a programme of observation assessment for learner progression. • Monitor, Evaluate and Review. • 	<ul style="list-style-type: none"> • Staff/Governors • RCT • Cluster Schools • CSC Foundation Learning Team • Improvement Partner
<p>2. To ensure a consistent approach in the provision and teaching of key skills through Literacy, Numeracy and Digital competence to improve standards of learning across the curriculum.</p>	<ul style="list-style-type: none"> • Engage with CSC Support partners for mapping Literacy and Numeracy for progression. • Engage in Professional learning opportunities to further develop strategic leadership of these areas across the school. • Engage with CSC Get Writing and Oracy Champion Train the trainer Professional Learning. • PDG Grant funding used to support pupil challenge groups. • Develop the Digital Leadership Role through training and Networking events. • Whole school training in the use of digital technologies linked to the 5 areas of digital competency led by CSC. • Collaborate with all teachers and curriculum partners to ensure digital learning is integrated into existing curriculum for each year group. • ICT portfolio to be developed across the school using Seesaw app. 	<ul style="list-style-type: none"> • Staff/Governors • RCT • Cluster Schools • CSC Digital Support Team • Improvement Partner



HAWTHORN PRIMARY SCHOOL



	<ul style="list-style-type: none"> • Collect data on learner progress, engagement and digital skills to inform further improvements (Pupil Voice). • Complete the monitoring and evaluation activity cycle to measure impact. • Engage parents in Learning Café's and celebrate through Express Events with parents and Governors. 	
<p>3. Improve leadership at all levels across the school.</p>	<ul style="list-style-type: none"> • To develop a shared understanding of the vision and values of Hawthorn with all stakeholders, ensuring it enhances the learning experiences and outcomes for all learners. • To ensure there is a rigorous and robust performance management process in place and consistently high-quality leadership across the school. • Ensure that the agreed Performance Management policy is rigorous and robust and ensures that the performance management process focuses on improving teaching and learning and identifies relevant professional development opportunities. • Staff to access training that facilitates their leadership and management skills. • All staff take on a whole school responsibility linked to Self-Evaluation recommendations, supported by senior leaders. • To ensure clarity of expectations and consistency of standards between senior leaders and staff. • To embed the professional standards to improve consistency of leadership at all levels through the school's performance management process. 	<ul style="list-style-type: none"> • Staff/Governors • RCT • Cluster Schools • Improvement Partner



HAWTHORN PRIMARY SCHOOL



<p>4. Improve the teaching of knowledge and skills within the progression code of the curriculum for Wales.</p>	<ul style="list-style-type: none"> • All staff to attend Curriculum for Wales (CfW) INSET to develop understanding of knowledge and skills teaching and learning. • Areas of Learning Experience (AoLE) Leads to engage with Central South Consortium (CSC) CfW support Teams. • Humanities and CfW Lead to design and create a planning process for units of thematic teaching and learning. • AoLE Leads to support the creation of thematic topics that focus on the progression of knowledge and skills through the school. • Establish a system for ongoing monitoring and evaluation of the teaching and learning of skills within the progression code. 	<ul style="list-style-type: none"> • Staff/Governors • RCT • Cluster Schools • CSC Humanities/ Maths and Numeracy/ Language Literacy Teams • Improvement Partner
<p>5. Further develop the FEAO role and programme of ELSA intervention to raise pupil wellbeing and attendance to above 92%.</p>	<ul style="list-style-type: none"> • Continue to develop the Family Engagement Attendance Officer (FEAO) role with PDG Grant Funding, through ongoing training by RCT Attendance and Wellbeing Service (AWS). • Monitor and Evaluate absence data with the AWS monthly to implement support responses and referrals promptly. • Implement a series of robust assessments to inform pupil need and access to the appropriate ELSA intervention. • Introduce a lunchtime nurture session to support identified pupils with relationship and friendship building. • Introduce weekly celebrations of 100% attendance that build to rewards across each half term. 	<ul style="list-style-type: none"> • Staff/Governors • RCT Psychology Service • AWS • Improvement Partner