



**RICHARD TAYLOR
CHURCH OF ENGLAND PRIMARY SCHOOL
DEVELOPMENT PLAN SUMMARY 2021-2022**

Mission Statement

Richard Taylor School is a caring Christian community where all children in our safekeeping learn: Knowledge with skills, Friendship with respect, Confidence with humility, Service with responsibility, The resilience to succeed, That they are loved as children of God.

Target One: Quality of Education: Curriculum Design

Lead: E Crisell

Intent: To ensure the school delivers a consistent and enriching curriculum which is designed to meet the needs of our children.

Implementation

1a. To complete the review and implementation of the curriculum framework ensuring it provides full coverage for all children across mixed age classes and allows for progression based upon the schools values.

2a. To ensure that curriculum planning, including the use of progression trees is consistently implemented by all staff to ensure key knowledge and learning objectives are delivered across mixed age classes. Curriculum delivery pathways ensure effective coverage for all pupils covering the different routes which they take through school

3a. Senior leaders ensure that the school can demonstrate the progress being made by pupils in all subjects . There is a clear and consistently implemented framework for ensuring that pupils can effectively recall key facts.

4a. To complete the effective implementation of both the RSE and PSHE schemes of work to ensure continuity and progression in the delivery of this area of the curriculum.

5a. To ensure development and training opportunities target staff knowledge and understanding of the way in which curriculum design and delivery impacts on pupil learning.

Intended Impact: The school delivers a curriculum which meets the needs of all pupils and ensures continuity in delivery and effective impact when measuring progress.

Target Two: Quality of Education: Catch-Up
A Symonds & E Crisell

Intent: To ensure that the school is effective in delivering the catch up and intervention programmes needed to accelerate the progress made by children in the core subjects and ensure we minimise the educational impact of Covid-19.

Implementation

2a. To review and re-establish clear and constant plans for the delivery of high-quality whole school catch up programmes based upon summer term reviews and September baseline assessments.

2b. To specifically target pupil progress in maths (with specific emphasis on mental recall) and writing based upon school tracking data, summer 2021.

2c. To identify and deliver intervention programmes based upon EEF guidance for targeted children making effective use of support staff. This will include identifying children to benefit from the national tutoring programme.

2d. To ensure that middle and senior leaders have a clear strategic plan for monitoring the implementation and impact of agreed strategies established as part of our recovery plan. Weekly meetings will include catch up and intervention programmes as a standing agenda item.

2e. To ensure the school delivers a broad and balanced curriculum making best use of outdoor learning opportunities (see environmental development plan). The school will maintain effective e-learning platforms which can be used to replace class-based learning in the event of pupil self-isolation or localised lockdown.

2f. To ensure that whole school tracking systems are fully in place and are effective at monitoring the progress of all children.

Intended Impact: To return all children to a position where they are on track to work within or achieve age related expectations at the end of the academic year.

Target Three: Leadership and Management

Lead: A Symonds

Intent: Leadership and Management is highly effective at all levels in school. Senior leaders effectively delegate responsibilities across senior and middle leadership roles. To ensure roles and responsibilities are clearly defined and managers at all levels of responsibility recognise their responsibilities and carry out development and monitoring roles effectively.

Leadership functions are performed effectively by curriculum leaders to ensure progress in all subjects is exemplary and built upon a carefully sequenced ambitious curriculum, which provides children with appropriate knowledge skills and enriching learning experiences. The curriculum design ensures that children who follow different pathways through the mixed age class organisation receive the same curriculum coverage. The curriculum design identifies clearly the way in which pupil knowledge and recall of key facts are incorporated into the learning cycle.

Implementation

3a. Senior leaders meet weekly to review the implementation of identified key actions. There is a clear protocol for sharing information with identified governors who are also expected to hold termly meetings with members of the SMT to monitor and offer support to identified staff responsible for key aspects of the SDP.

3b. To complete the review and implementation of the curriculum framework ensuring it provides full coverage for all children across mixed age classes and allows for progression based upon the schools values.

3c. Subject leaders have a clear vision for their subject and have ensured that curriculum planning, including the use of progression trees is consistently implemented by all staff to ensure key knowledge and learning objectives are delivered across mixed age classes.

3d. Subject leaders to build an evidence base for standards in their subject to ensure that they have a clear understanding of the progress being made by pupils. They have developed a clear framework for ensuring that pupils can effectively recall key facts.

3e. To ensure all staff are familiar with their roles and responsibilities regarding child protection reporting systems and can effectively access the Scholarpack e-reporting system.

Intended Impact: All school leaders understand their roles and responsibilities for key aspects of school improvement. Lines of delegation are clearly defined and the governors have a clear role in providing monitoring and support. Subject leaders ensure that they have a clear understanding of progression and coverage in their curriculum area and monitor the way in which knowledge recall is assessed across classes.

Target Four: Early Years Provision

Lead: A Robertson

Intent: To ensure that the planning, pedagogy and provision at RTS meet the goals of the new framework for EYFS, Development Matters, Birth to Five Matters and the revised reading framework.

Implementation

- 4a.** To successfully complete the Reception baseline assessment within the statutory time frame and make effective use of the knowledge gained to tailor the curriculum to the identified needs of the children.
- 4b.** To fully implement the updated statutory framework for the early years and foundation stage, effective September 2021 and to report to named governors on the identified changes, the success of our implementation programme and the identified priorities.
- 4c.** To implement specific curriculum strategies to support identified areas of maths (mastering number programme) and literacy (early phonics programme.)
- 4d.** To further develop coherent and consistent communication curriculum content and planning procedures consistent across Bishopdale and Airedale Classes.

Intended Impact: To ensure that high quality learning provides the foundation for good future progress through school. All children have made progress in their early communication, English and maths Skills in line with the new framework.

Target Five: Personal Development, Wellbeing and Mental Health

Lead: E Styles & A Robertson

Intent: To ensure that the implementation of the school's vision statement is effective in supporting the inclusion, wellbeing and mental health of all members of the school community. The school delivers a high quality RSE and PSHE curriculum in line with our core vision and values.

Implementation

5a. To ensure that all staff give a high priority to children's mental health and the '5 ways to wellbeing' within the delivery of their curriculum content. Including cross curricular links and building pupil resilience.

5b. To ensure that the school has the capacity to deliver counselling and mentoring programmes which directly support the mental health of vulnerable learners. This will include partnership with external providers.

5c. To complete the effective implementation of both the RSE and PSHE schemes of work to ensure continuity and progression in the delivery of this area of the curriculum in a way which embraces and supports the whole school promotion of good mental health for all.

Intended Impact: To ensure that we create confident, resilient, happy and successful learners who have returned to education and are ready for the next stage of their journey. To cultivate and sustain wellbeing for all members of the school community through planning, provision and practice. All members of the school community are aware of specific and everyday ways in which they can support their personal wellbeing.

Target Six: Buildings, Estates, Health and Safety.

S Bonson & A Symonds

Intent: To review the monitoring of building and estates management; developing a structure with clear lines of responsibility and monitoring ensuring that the school site is effectively managed and maintained to provide the best platform for the delivery of a highly effective curriculum.

Implementation

6a. To complete the creation of a long-term estates management plan which supports the long-term maintenance and management of the buildings outside the school's (educational) development plan.

6b. To re-open the 'caretaker's bungalow as a site for supporting peripatetic music, counselling and the wider curriculum (including cookery)

6c. To update Covid protocols for all visitors to school to reduce the risk of infection spread. To ensure all staff understand and are following the latest guidance to managing the risk of Covid in school.

Intended Impact

The school the school has a clear plan for the management and maintenance of the school site outside of the school development plan with clear lines of responsibility which complement and support the delivery of the curriculum.

The school development plan for Richard Taylor School is closely linked to priorities identified within the Yorkshire Causeway Schools Trust plan for development.