



Meadow Primary School Development Plan 2020/21

Name	Role	Main responsibility	Line management
Laura Benardout	Head of School	Standards, School Development & Strategy	DHT, AHT, SBMs
Shelley Levers	Deputy Headteacher	Curriculum	SLT, HLTAs
Suzanne Stubbings	School Business Manager	Finance & HR	Administration Team/ IT technician
Louise Histed	School Business Manager	Premises & Facilities	Midday Meal Supervisor/ Premises staff
Mary Gerrie	Assistant Headteacher	Data, Assessment, Catch up & Intervention	HLTAs
Nicola Marrable	STEM	EYFS/ KS1 Lead	EYFS/ KS1 Teachers
Peter Jelley	Behaviour	Lower KS2 Lead	Year 3/ 4 Teachers
Claire Cooper	Teaching & Learning	Upper KS2 Lead	YEAR 5/6 Teachers
Kelly Andrews	Inclusion Lead	SEN & Pupil Premium	LSAs



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Mission Statement

Our children will leave Meadow Primary School as confident, resourceful and respectful individuals who are ready to transition into a successful life at secondary school and beyond.

Vision

At Meadow Primary School, we intend that all children should enjoy their learning, achieve their potential and become independent life-long learners. Children, staff, parents and governors will work together to create a safe and supportive environment where every child can thrive in their work and play. We will aim high, striving for every child to achieve more than they thought possible. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all. Our school strives to be at the centre of the local community with positive and effective links to the wider world.

Our Values

Friendship

Honesty

Perseverance

Respect

Responsibility

Teamwork



Meadow Primary School Development Plan 2020/21

Quality of Education	
Current Position	The school has a clear vision for all pupils that is shared by staff. The intent, implementation and impact of the overall curriculum is established in all subjects with clear end points. The Writing and Reading curriculums have been re-developed in order to focus on clear progression of skills within an engaging framework. Power Maths has been extended to include Reception and Year 5 so that a mastery approach is consistently adopted. The curriculum has been adapted to focus on knowledge and skills within a topic based framework so that all children receive access to a broad and balanced curriculum that is both engaging and knowledge rich.
Objectives	The school's intent and implementation of the curriculum is ambitious for all pupils and clearly constructed so that there is consistency by all staff. <ul style="list-style-type: none">• To ensure that the curriculum is constructed and delivered in a way that is accessible to all pupils with a particular focus on disadvantaged and SEND.• Quality first teaching is a priority to ensure that skills and knowledge are taught progressively and clearly so that all pupils acquire the relevant subject matter and are able to retain it.• To use assessment both formative and summative to enable leaders to adapt the curriculum so that learning builds on prior knowledge and gaps are diminished.
Impact	Autumn Term <p>Teacher led skills program supported with specific scaffolding and guided group work has led to accelerated progress for the disadvantaged and SEND as evidenced in data.</p> <p>High quality planning is skills based so that there is clarity for children and teachers in expectations and outcomes.</p> <p>Data analysis has enabled teachers to plan sequences of learning that build on prior knowledge, identifies gaps and moves learning forward.</p> <p>Next step:</p> <p>To focus on specific gaps in SPaG and Reading with reference to engaging parents on tailored programs so that we increase their confidence and skills to support children.</p> <p>To embed high order questioning to promote deeper thinking for all groups.</p> <p>To further develop new NFER system so that trends can be identified within the school and across the Trust.</p> Spring Term <p>The remote learning offer was in line with the curriculum diet in school so that there were less gaps in learning; focus on Quality First Teaching and the development of parental engagement. Focus on mental wellbeing upon reopening so that children were emotionally ready to learn. Assessments (NFER) have enabled teachers to identify gaps in learning so that these can be addressed through targeted intervention and curriculum adaption.</p> <p>Next steps:</p> <p>Children working outside of year group expectations are monitored and assessed appropriately to track progress. PP children are identified and prioritised for intervention to accelerate progress.</p>



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Behaviour and Attitudes	
Current Position	There is a positive and respectful culture between learners and teachers which now needs to be consistent among all staff. Children feel safe at school due to curriculum provision and pastoral support being embedded throughout the school. The culture of high expectations for all needs further development so that all staff share the same vision for all pupils. Behaviour of learners is good due to clear routines and systems however pupils now need to become more actively engaged and motivated in their learning so that a culture of high aspiration and participation is created.
Objectives	Leaders and staff create a safe, calm, orderly and positive environment in the school and this is evident in the behaviour and attitudes of pupils. <ul style="list-style-type: none">• To ensure that attitudes between pupil and staff are consistent across the whole school.• To focus on learning behaviours so that all children are active in terms of their engagement and progress.
Impact	Autumn Term Leadership of CPD has led to clarity of approach so that positive learning behaviours can be identified and rewarded in lessons. Next step: To embed learning behaviours so that children can articulate the relevant skills. Spring Term Thread of high expectations continued during the remote learning so that they were further developed and less gaps incurred. Next step: Collaborative learning and behaviour for learning continue to be prioritised so that children are further able to use skills independently and become 'next year ready'. Deeper understanding and practising the 4Rs.



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Personal Development	
Current Position	Mental well-being is a priority at Meadow with a fully established system that supports pupils. This is embedded through the PSHE curriculum and ELSA support provision and the Mental Health First Aiders. This work will be further developed through the acquisition of the Carnegie Medal for Mental Health Award. SMSC will be a focus for the year 2020/21 as a thread which underpins the curriculum and personal development.
Objectives	The curriculum provides opportunities for all pupils to extend their personal development and mental well-being. <ul style="list-style-type: none">• To promote equality of opportunity and diversity that prepares pupils for life in modern Britain.• To ensure that extra-curricular activities nurture, develop and stretch the talents and interests of pupils. <i>*covid*</i>
Impact	Autumn Term SMSC is embedded within the curriculum so that all pupils have access to high quality teaching that extends their understanding of social, moral and cultural diversity. Next step: Children become responsible for their own actions and see themselves as part of a diverse community. Spring Term Development of independent learning has been a focus in remote learning as children have been required to adapt to home learning: children have been given the support and skills to become more independent in their learning. Focus on redevelopment of RSE policy and consultations; audit and evaluation of curriculum changes due to legislation and CV19 disruption so that all learning is covered and in line with age related expectations. Next steps: Monitoring of SMSC and evaluation of strengths and areas for development.



Meadow Primary School Development Plan 2020/21

Leadership and Management	
Current Position	The Executive Leadership Team has established a clear vision for driving towards excellence throughout the curriculum. The appointment of a Deputy Headteacher to work alongside the Head of School creates clear lines of accountability for distributed leadership at all levels. Senior Leaders have been allocated new roles for the year 2020/21 in order to drive standards forward across the whole school. Middle Leaders have received CPD in order to clarify their roles and accountability for curriculum standards across the whole school. Tailored CPD and monitoring will remain as a focus so that consistency is achieved.
Objectives	Leaders at all levels drive high expectations for all pupils. <ul style="list-style-type: none">• Leaders have the necessary skills and subject knowledge to drive standards.• To ensure clarity of vision of the SLT is communicated effectively across the school.• Leaders at all levels hold accountability for the attainment and progress of all pupils.
Impact	Autumn Term <p>Distributed leadership has enabled leaders at all levels to take accountability for standards in their own areas and develop expectations towards the shared vision.</p> <p>Next step: Middle leaders need to develop a solid understanding of progression and end points.</p> Spring Term <p>Distributed leadership and leadership development continued to be a priority so that communication of expectations and learning remained high.</p> <p>Next step: Middle leaders need to develop a solid understanding of progression and end points with relation to 'next year ready'. Use of National College CPD to drive depth of understanding.</p>



Meadow Primary School Development Plan 2020/21

Early Years	
Current Position	Children make good progress relative to their starting points due to Teaching and Learning that is tailored to meet their needs within a child-initiated curriculum that is broad, balanced and engaging. Due to changes in staffing we need to ensure this is consistent across the year group for 2020/21.
Objectives	<p>The EYFS curriculum is coherently planned and ambitiously engaging so that all children acquire the knowledge and skills required for their next stage of learning.</p> <ul style="list-style-type: none">• To monitor consistency of provision across the year group so that all children receive the same standard of education.• To apply newly gained pedagogy to support the acquisition of knowledge and skills.• Staff have the correct subject knowledge and skills to deliver the EYFS curriculum.
Impact	<p>Autumn Term Planning ensures that curriculum coverage and approaches to teaching are consistent across the year group, particularly in writing. Skills and knowledge-based planning is explicit so that children achieve in line with expectations. Next step: CPD in language intervention so that gaps in language development can be addressed.</p> <p>Spring Term: Language intervention training has enabled teachers and LSAs to assess and target children for correct intervention starting points. This has further developed use of language through all teaching so that needs are identified and addressed quickly. Next step: Launch intervention so that accelerated progress is achieved, and gaps are closed. Training through National Collage to gain understanding of changes in the EYFS profile.</p>