

School Development Plan

September 2023- September 2024

OUR PERFORMANCE AND RESULTS 2023

EYFS Good Level of Development

EYFS	Elmgrove	National
Good level of development	68%	

Year 1 phonics check

Year 1	National 2023
73%	79%

Year 2 phonics check

Year 2 summer 2022	National 2023
85%	89%

Key Stage One (Year 2)

	Elmgrove		National	
	Working at (EXP)	Greater Depth	Working at (EXP)	Greater Depth
Reading	53%	17%	68%	
Writing	48%	3%	60%	
Maths	59%	11%	70%	

Key Stage 2 (Year 6) SATS Results

	Elmgrove		National 2023	
	EXP	Higher scaled score	EXP	Higher scaled score
GPS	65%		72%	
Reading	58%	18%	73%	
Writing	70%	10%	71%	
Maths	74%	28%	73%	
Combined RWM	52%	6%	59%	

SCHOOL CONTEXT SEPTEMBER 2023

Number of pupils on roll	814	Number of pupils eligible for pupil premium (Yr 1-6)	144	Number of pupils with an education, health and care (EHC) plan	21
Percentage of pupils on track to meet expected standard/attainment targets (*July 2019 whole school average)		Percentage of pupils on track to exceed expected standard/attainment targets (*July 2019 whole school average)		Number of pupils currently not on track to meet expected standard/attainment target (*July 2019 whole school average)	
Pupil intake information (% of pupils with low (L), middle (M), high (H) prior attainment)		Most recent Ofsted grade September 2023	Good	Percentage of pupils with English as an additional language (EAL) (Yr 1-6)	69%
Overall absence 2022-2023	96.4%	Persistent absence	21.		
Key Ofsted actions from last report	<p>The school must make sure that all staff, including support staff and those who teach in key stage 2, provide all pupils with effective support to develop their reading fluency.</p> <p>In some foundation subjects, the school's curricular thinking is not well developed. It does not identify clearly the key knowledge and skills that pupils need to build from early years to Year 6. The school should ensure that subject leaders continue to develop their knowledge and subject expertise and bring about further improvements in how the curriculum is delivered and assessed.</p>				

SDP Summary

*From SDP review and Action Plan reviews 2022-2023,

The SDP is a working document outlining Elmgrove's current key priorities. Staff, governors, parents and children have all been involved in helping us evaluate the school's performance in order to identify priorities for the coming years.

Our vision statement: inspiring and nurturing lifelong learners underpins everything that we do at Elmgrove and our SDP reflects the areas that we still need to develop, whilst not losing sight of our successes.

Building a strong leadership structure, empowering staff, children and parents remains a key priority. Continuing to develop effective professional development within our curriculum, continuing to focus on foundation subjects so that staff are able to innovate and help continue to move the school forward. Working with children and families on making healthy choices continues to be an important part of our work to strengthen wellbeing and supporting pupils and parents with their own mental health. Building Elmgrovean Citizens and further developing our school behaviour systems to maintain the highest standards of personal conduct. Teaching children to accept responsibility for their behaviour and to encourage others to do the same.

At Elmgrove we need to continue to refine systems of all that we do in teaching and learning; making sure that what we do is right for every child for them to make outstanding progress. Ensuring that outcomes are improved in English reading and writing remains a key priority, in addition to ensuring that our EYFS learning environment supports wider learning and enrichment opportunities. We must ensure that every child achieves the very best that they can whilst continuing to provide a rich curriculum to inspire and engage.

Proposed improvements over the next 3 years:

EYFS outdoor area

Curriculum areas to be developed next history and geography

Playground equipment

Music provision

Leadership & Management

- To successfully create a culture of high expectations which has a positive impact on pupils through effective monitoring and CPD opportunities
- To continue to develop the role of the teaching assistants in school to foster independent working for SEN pupils and improving outcomes for all pupils with SEND.
- To focus and support ECTs
- Investigate development of school's facilities, capital projects and the School Site.

Quality of Education

- Attainment in reading and writing is improved
- To ensure teaching and learning enables SEND /disadvantaged and low 20% pupils to improve their outcomes
- Provide a challenging curriculum with high quality effective teaching and feedback
- To develop the EYFS outdoor area

Outcome for all pupils

Behaviour & Attitudes

- To lower our persistent absence rate
- To reduce incidents of poor behaviour in the playground and in PPA lessons
- To develop positive reward system to improve Elmgrovia behaviour

Personal Development

To be judged as "outstanding" as leaders and staff, promote the extensive personal development of pupils



Objective	Action	Lead	Success Criteria (Feb 2024)	Success Criteria (July 2024)	Support required / time / cost	Evaluation
To successfully create a culture of high expectations which has a positive impact on pupils through effective monitoring and CPD opportunities	Tailored CPD programme for staff – especially those new to Elmgrove focuses on promoting high quality Teaching & Learning, including the sharing of good pedagogical practice, classroom-based research, the latest academic research, The Key subject leader training NPQML/SL opportunities Cluster and Local Authority CPD opportunities	HT DHT AHT	Leaders have an accurate view of the school’s strengths and areas for development and focus on the impact of actions in key areas Data shows clear impact of leadership		Cost of supply cover for meeting with SIP X3 a year Leadership time cover Course /training costs	
To investigate development of school’s facilities, capital projects and school site	To advertise letting and hiring of the school building To resolve the premises defects around the new building to ensure all are resolved before the final handover To develop a long-term strategic feasibility study for building parent resource and a music suite	SBM Site Staff HT	Lettings page on the website Defect list is completed Action plan for facilities development at Elmgrove			
To support and develop the role of the ECTS	All ECTs will be released for 10% of their timetable in Year 1 and 5% in Year 2	SLT SIP YGLS SLs	The mentor will have a weekly meeting with the ECT which will be recorded on UCL extend	Progress towards the targets will be evident during formal observations and informal drop ins	Cost for mentor cover Cost of cover for ECTS	

	<p>To ensure that the ECTs are completing their weekly training</p> <p>To formally observe the ECTs at least once every half term</p> <p>To provide additional support when the need arises</p> <p>To facilitate the role of the mentor</p> <p>To formally review the ECTs progress towards the teaching standards every half term.</p> <p>To provide the ECTs with clear feedback which will form their next target.</p> <p>To write a formal report at the end of the year</p>		<p>Observations will have taken place and feedback given to the ECT and the mentor.</p> <p>A formal review meeting will have been arranged with the ECTS and the Tutor</p>	<p>The ECTs will have made satisfactory progress towards meeting the teaching standards.</p> <p>All meetings will have taken place and the targets shared with the mentors.</p> <p>The formal report will be written based on discussion with the ECT, Mentor and Tutor</p> <p>The ECTs will have successfully completed their first and second years.</p>		
<p>To continue to develop the role of teaching assistants to foster independent working for SEN pupils and improve outcomes for all pupils with SEND</p>	<p>Regular targeted training for TAs and teachers in relation to the role of the TA, specifically focusing on communication with parents and tracking progress</p> <p>Upskill staff to make the necessary adaptations so that all pupils are included as much as reasonably possible in all in school activities, including breaktimes, as well as extra-curricular opportunities.</p>	<p>All staff</p> <p>AHT Inclusion</p> <p>Assistant Inclusion</p> <p>Lead TAs</p> <p>SLT</p>	<p>Pre and post questionnaires indicate that levels of communication are improving, particularly focussed emails are being sent out to parents weekly by teachers/TAs and progress towards targets is tracked weekly.</p> <p>During English and foundation subject teaching</p>	<p>Leadership time cover</p> <p>Course /training costs</p> <p>Costs for items relating to accessibility/ adapted teaching</p>	<p>Leadership time cover</p> <p>Course /training costs</p> <p>Costs for Picasso room set up</p>	

	<p>There will be a particular focus on foundation subjects as well as English.</p> <p>All children are appropriately supported to access the curriculum with the ultimate aim of independence, with a particular focus on English and foundation subjects.</p>		<p>and at breaktimes and lunchtimes, all pupils with SEND will have the opportunity to be included alongside their peers and be accessing adapted teaching. This will include adapted seating arrangements, activities, resourcing, alternative provisions made include neuro-typical children, safe play zones etc.</p>		
	<p>For those awaiting specialist placements, refine the informal alternative provision (Picasso Room). Provide training for teachers and TAs and inform/work in partnership with parents with a particular focus on assessment.</p> <p>Specialist TA training for those working with high level needs pupils particularly those who are neuro-divergent. Training to include sensory circuits.</p> <p>Evidence based structured interventions to be delivered and</p>		<p>Children will have access an adapted curriculum and start to follow familiar routines. Some children will show increased signs of communication both at home and in school. Episodes of dysregulation will decrease.</p> <p>Observations will show strategies which are shared including sensory circuits are used and an initial impact seen through a decreasing</p>		

	<p>explicit connections made with everyday classroom teaching.</p>		<p>trend in the number of episodes of dysregulation.</p> <p>All interventions will carefully be considered and reviewed half-termly and adapted according to outcomes. Specialist interventions will take place e.g. dyslexic friendly for reading based interventions. Interventions will make explicit links to classroom teaching rather than stand alone e.g. pre-teaching in maths.</p>			
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Quality of Education

Objective	Actions	Lead	Success Criteria (Feb 2024)	Success Criteria (July 2024)	Support required / time / cost	Evaluation
Attainment in reading and writing across the school is improved and progress accelerated	<p>Improved system for collation of information around the monitoring of English- triangulating book trawls, observations and planning looks</p> <p>Subject knowledge audit for informing support. More regular book looks across the school for the purposes of moderation and tracking WWW and EBIs.</p> <p>Writing Process/planning increasingly standardised based on evidence-based models</p> <p>Evidence of finding features--- gathering ideas---planning and writing to be in all books/classes Focus on publishing work including on computers/'for a purpose'</p> <p>Students being able to verbalise their target/s</p> <p>Consistent application of the marking policy in regard to English</p> <p>More evidence of children editing and using purple pen</p>	<p>SLT AHT YGL CT</p>	<p><i>Meetings with Year Leads termly or half termly to triangulate monitoring, results, progress, observations and planning scrutinies will improve collation of information and inform next steps for year groups.</i></p> <p><i>Book scrutinies will be held every half term, and these will be used to inform training and feeding back points for development will improve progress.</i></p> <p><i>Monitoring will show that models are used, alongside modelled writing to improve the outcomes of writing in school.</i></p> <p><i>Monitoring will show that all parts of the writing process, including published work are evident in the writing curriculum consistently across the school.</i></p> <p><i>Pupil voice will show that children know their next steps in English and monitoring will show the impact in their work.</i></p> <p><i>Monitoring and observations will show consistent marking is used in English books and during lessons. There will be evidence of children being taught how to edit and improve and purple pen used to make edits and improve in books.</i></p>		<p>Subject leader time and costs</p> <p>YGL time and costs</p> <p>English Budget Resources (See English budget and action plan)</p>	

	<p>More evidence of purpose/publishing/book making</p> <p>Handwriting will be focus across the school. Presentation guides to be in all writing books across the school</p> <p>Active teaching of Spelling strategies in all stages will improve spelling and vocabulary.</p> <p>Grammar will be taught within units and explicitly in English lessons to improve outcomes in English.</p> <p>Opportunities for oracy will continue to be a focus e.g. all year groups to learn a range of poetry by heart and be taught intonation and expression.</p> <p>Clear mapping of provision for the bottom 20% in English and Maths with use of evidence-based interventions</p> <p>Embedding of AR in library and as a means of assessment across Years 2-6</p>		<p><i>Presentation will be a focus in all books and handwriting will be consistent throughout the curriculum.</i></p> <p><i>Planning, monitoring and observations will show improved spelling and vocabulary. Spelling tests data will show spelling are being learnt at home and children are using the spelling patterns taught in their written work.</i></p> <p><i>Grammar will be evident in writing books and within performance pieces. Insight to be completed to show grammar has been covered and teachers will use this to inform planning.</i></p> <p><i>Pupil voice will show that children know some poetry by heart and assemblies and class assemblies will be used to showcase performances.</i></p> <p><i>Bottom 20% to be identified and updated termly. YGL to assess, group, plan, monitor and evaluate evidence-based interventions. Dyslexia Gold to be used to support children in reading.</i></p> <p><i>Star Reading Tests, along other reading assessments, will identify children in need of intervention. Accelerated progress in reading with more at ARE.</i></p> <p><i>Observations, planning and writing scrutinies will show improved use of challenging vocabulary. Pupil voice will show that children have improved vocabulary.</i></p> <p><i>Early English Speakers will have their progress tracked and make good progress as a result.</i></p>		
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	<p>Explicit teaching of new vocabulary in Reading lessons, group reading and in read aloud sessions will improve and widen the vocabulary of the children in the school</p> <p>Daily Supported Reader improved practices in KS1 lead to improved progress and attainment in reading</p> <p>Improved tracking for progress of EAL/Early English Speakers</p> <p>Children with phonics gaps in KS2 will have provisions to catch up.</p> <p>Implement new phonics programme in school</p>		<p><i>Phonics tracker to be used to identify gaps in readers. Rapid Reading and Bug Club to be used to teach gaps in phonics. Data will show progress in phonics and teachers will use data to inform teaching of spelling.</i></p>		
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<p>To ensure teaching and learning enables disadvantaged and SEND pupils to improve their outcomes</p>	<p>Ongoing support is provided to teachers and TAs by AHT to ensure that all children are appropriately supported to access the curriculum.</p> <p>Teachers regularly meet with parents of target pupils to provide support.</p> <p>CPD delivered in relation to the effectiveness of TAs where teachers explicitly direct TAs to work with varying groups during differing parts of the lesson.</p> <p>Action plans reviewed with clear impact defined</p> <p>Additional meetings are held regularly (CPOMS) to encourage parental engagement.</p>	<p>Class teachers All staff TAs</p>	<p>Support plans and lesson observations will show that advice from external professionals has been actioned and reviewed/adapted regularly.</p> <p>Increased % of pupils engaging in home learning. 80-85% of the children are on track to meet their end of year targets</p> <p>QFT shows lesson observations where pupils, on the whole, are not taught together but rather adaptations are made to ensure groups and individual needs are catered for including opportunities for challenge for all learners</p>	<p>Staffing cost of TAs</p> <p>Training costs – Assistant Inclusion Lead</p>		
<p>Provide a challenging curriculum with high quality effective teaching and feedback</p>	<p>To ensure that Elmgrove has a cohesive curriculum to meet the needs of all learners, including higher attainers and lower attainers (lowest 20%) and SEND.</p> <p>For subject leaders to identify a specific area of development in their subject which supports the</p>	<p>PH Subject Leaders KS/CW/RP/MB All class teachers</p>	<p>Evidence of an inclusive and increasingly challenging curriculum, with provision for both the higher and lower attainers will be noted via:</p> <p>Book look Pupil voice Planning look In AUT and SPR 1 terms</p> <p>In all foundation subjects, Subject Leaders' Visions and specified area of development are increasingly evident through</p>	<p>Provision and Challenge for both higher and lower attainers respectively will be noted and developments continued to be made from SP2-SUM via:</p> <p>Book look Pupil voice Planning look</p> <p>In all foundation subjects, Subject Leaders' Visions</p>	<p>Class teachers and YGL to be supported by SL and Curriculum Leader to plan for targeted learning opportunities and cohesion and challenge within their subject.</p> <p>Rights Respecting Subject Leaders: to</p>	

	children's access to a broad and balanced curriculum.		<p>Book look Pupil voice Planning look Annual pupil survey Parent survey % evidence in parent and /or pupil survey results in In AUT and SPR 1 terms.</p> <p>Demonstrate the impact of their area of development on children's learning through: Book look Pupil voice Planning look</p>	<p>and specified area of development are evident through Book look Pupil voice Planning look Annual pupil survey Parent survey % evidence in parent and /or pupil survey results In Spring 2 and Summer term. Demonstrate the impact of their area of development on children's learning. Evidenced via: Book look Pupil voice Planning look</p>	<p>support class teachers and YGL to plan and deliver values across the curriculum.</p> <p>PH to support Subject leaders. Subject leaders to have a clear plan / timeline to complete this target (see half termly monitoring plan).</p>	
The EYFS classroom, outside provision and resourcing supports the curriculum to ensure there are no barriers for learning	<p>Audit the provision in the outdoor environment.</p> <p>To create clearly defined areas in the outdoor learning for all areas of the curriculum</p> <p>To establish a vegetable and flower garden in the outdoor planters</p>	Assistant Headteacher and YGL EYFS staff	<p>An audit will have taken place and an action plan made</p> <p>The outdoor area will consist of spaces which are clearly demarked for all users to see.</p>	<p>The actions on the plan will be completed.</p> <p>The children will be using all areas appropriately.</p>	<p>This will depend on the results of the audit. £500</p> <p>£600 for resources</p> <p>£180 for compost £20 for seeds £25 for plants £ 40 for garden tools</p>	

	<p>Investigate ways that money could be raised for the outdoor area.</p> <p>To promote reading and writing in the outdoor areas.</p> <p>To ensure seamless transition between indoor and outdoor learning</p> <p>Hold workshops to inform parents of the importance of outdoor learning.</p> <p>To create an agreed set of expectations for the use of the outdoor area.</p>	<p>The planters will be resourced and starting to be used.</p> <p>Funding will have been instigated</p> <p>Create expectations which ensure that the resources in the reading and writing areas are inviting for the children</p>	<p>The children will be eating vegetables from the planters.</p> <p>Forms for funding will have been submitted.</p> <p>Adults are facilitating the learning for the outdoor area which is well equipped.</p> <p>The outdoor area will be used by all learners.</p>	<p>Budget for future large outdoor EYFS equipment Up to £6000</p>	
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BEHAVIOUR AND ATTITUDES

Objective	Action	Lead	Success Criteria (Feb 2024)	Success Criteria (July 2024)	Support Required/ time/cost	Evaluation
To reduce incidents of poor behaviour in the playground and in PPA lessons	<p>Increase supported lunchtime activities for targeted pupils</p> <p>Training for SMSAs on behaviour triggers, ADHD and ASD strategies and understanding</p> <p>Training for adaptive strategies in teaching for all staff</p> <p>Regular teacher liaison with PPA staff and teachers to develop consistent behaviour expectations</p>	<p>SLT DC SMSA PPA staff</p>	<p>Low level disruptions in the classroom are reduced</p> <p>Pupil survey states that more pupils behave well in lessons than pupil survey results from 2023 (61%)</p>	<p>Behaviour for learning is good in all lessons</p> <p>Pupil survey states that more pupils behave well in lessons than pupil survey results from 2023 (61%)</p>	<p>BeActive costs</p> <p>Costs for new playground equipment</p> <p>Staffing /training costs</p>	

<p>To develop a more pertinent positive reward system to improve Elmgrovian behaviour</p>	<p>Training for all staff on behaviour</p> <p>Positive behaviour is reported to parents regularly via class dojo</p> <p>Poor behaviour is dealt with consistently across the school</p> <p>Embed behaviour support plans</p> <p>Opportunities for pupils to develop leadership roles and responsibilities – pupil voice actions</p> <p>Develop a house point system for whole school consistency</p>	<p>SLT School Council Behaviour Working Party All teachers</p>	<p>Pupils demonstrate impeccable behaviour consistently outside as well as inside lessons.</p> <p>School culture and ethos show positive attitudes to education and appropriate routines are in place</p> <p>Incidents of poor behaviour are reduced</p> <p>Leadership roles for pupils are wide ranging across the school</p>	<p>90% of pupils feel that pupils behave well in our school in class and in the playground consistently</p> <p>90% of parents feel that pupils behave well in school</p> <p>90% of staff feel that pupils behave well in school</p>	<p>Costs for Trophy and shields £200</p> <p>Token tubes and counters £500</p>	
<p>Persistent absence rate is lowered</p>	<p>Class teachers to review absence and have on YG weekly agenda and target families accordingly</p> <p>Continue to give attendance higher profile in school and highlight it as everyone's responsibility</p> <p>Continue use of website to alert families to weekly class attendance</p>	<p>HT SLT DC All teachers Office Team</p>	<p>Attendance is on track to be improved and more in line with national figures</p> <p>Persistent absence rate is lowered</p>	<p>Attendance is in line with National data</p> <p>Persistent absence rate is lowered</p>		

	Seek support from Local Authority attendance team and school nurse Parent meetings to support attendance Home visits for persistent non-attenders.					
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FAMILY

PERSONAL DEVELOPMENT

Objective	Action	Lead	Success Criteria (Feb 2024)	Success Criteria (July 2024)	Support Required/ time/cost	Evaluation
To be judged as 'outstanding' as leaders and staff, promote the extensive personal development of pupils	<p>To continue to increase the amount and variety of after school and lunchtime clubs</p> <p>Improve provision/ equipment at lunchtime for pupils</p> <p>Continue to promote improving levels of physical activity</p> <p>School Travel plan priority to focus on cycling /scooting proficiency for pupils</p> <p>Increase number of pupils who are able to swim at the end of year 4.</p> <p>Links with London Community Kitchen for healthy eating opportunities /workshops</p>	All staff PE lead BeActive	<p>Pupil interviews show they can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.</p> <p>Pupil survey shows that 90% of pupils feel that lunchtime play is active and healthy for all children</p> <p>Pupil survey show that 90% of pupils feel they know how to keep themselves healthy and make healthy choices</p> <p>Numbers of pupils increased in swimming competencies.</p> <p>Music has a higher profile, and more pupils are involved in extracurricular music lessons</p>		<p>Sports premium money</p> <p>BeActive extra cover</p> <p>PE budget</p> <p>PP funding</p>	

	<p>Links for wider cultural capital events</p> <p>Elmgrove pupils to make links within the wider community in order to actively contribute to the local area</p> <p>Improve provision for pupils to access more musical opportunities</p>				
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