



School Development Plan

2018-2023

Buttsgrove Way
Huntingdon
PE29 1PE

Headteacher: Mr D Jones
www.thongsleyfields.org

Key Priorities

1. Ensure that teaching and learning is at least consistently good across the school.
2. Raise standards of attainment for all pupils *in line with national expectations.* (Sept 2022 addition)
3. *Increase opportunities to engage with and involve the wider school community in teaching and learning.* (Sept 2022 revision)
4. Develop the skills of leaders to have a positive effect on the quality of provision.



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Key Actions 2022-2023

<p>1. Ensure that teaching and learning is at least consistently good across the school.</p>	<p>2. Raise standards of attainment for all pupils in line with national expectations.</p>
<ul style="list-style-type: none"> • Refine Read Write Inc. phonics & early reading scheme in Nursery, Reception & KS1 including refresher and initial training for staff. • Embed a regular and robust monitoring schedule based on a 4-6 week cycle per half term led by Senior Leaders. • Embed an effective coaching model to support class teachers and TAs (led by senior leaders). • Focus regular, targeted professional development opportunities for all teaching staff on key areas of need – Teaching WalkThrus. • Raise standards in writing through consistent high-quality teaching. • Review existing behaviour policy ensuring that it is fit for purpose and consistently applied by all. 	<ul style="list-style-type: none"> • Embed all aspects of the school curriculum, ensuring that key learning is taught as intended and reviewed termly in all subjects. • Raise the standards of attainment in the Early Years and KS1 through a focus on key early learning (vocabulary, phonics, motor skills and PSED) • Develop in-class and enhanced provision for children with additional needs inc. Inclusion Lead monitoring and modelling of provision. • Ensure cross phase, internal and external moderation is used effectively to support accurate judgements of attainment. (Termly) • Embed an increased focus on reading (from RWI to Reading for Pleasure in KS2), spelling fluency and basic number knowledge (in all years). • Increase opportunities to write for a range of purposes across the curriculum – particularly in the EYFS and KS1.
<p>3. Increase opportunities to engage with and involve the wider school community in teaching and learning.</p>	<p>4. Develop the skills of senior and middle leaders to have a positive effect on the quality of provision.</p>
<ul style="list-style-type: none"> • Develop the use of pupil voice to guide school improvement. (School & Eco Councils hold a prominent and influential position.) • Introduce café style workshops and events to engage parents in their child(ren)'s learning and celebrate units of work. • Re-establish wider parental involvement in school life i.e. PTA. 	<ul style="list-style-type: none"> • Refine senior (inc. Key Stage & Phase) and middle (subject and coordinator) leadership roles and responsibilities across the wider staff team to accelerate whole school improvements. • Develop subject leadership / curriculum teams to refine and ensure effective progression of subject knowledge. • All leaders are included in the monitoring schedule and development of an effective coaching model. • Facilitate professional development opportunities to observe and share good practice from other schools.