# Wistaston Church Lane Academy
## School Development Plan Overview 2021 to 2022

| Area | Objective | Desired Outcomes |
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| **Quality of Education: Teaching and Learning** | Children will enjoy high quality teaching and learning throughout the school | • Boys feel engaged with our curriculum<br>• The attainment gap between boys and girls narrows<br>• Through training by Gary Wilson staff will feel more confident with how to engage boys<br>• SW NPQSL project has focused teachers on using creative pedagogy to engage and inspire<br>• Areas of development in quality of teaching |
| | Children will receive high quality, engaging, inclusive remote learning | • Plans are clear and systems are in place for remote learning in the event that it is needed |
| | Refine assessment practice in all subjects | • Assessment practice has been reviewed in all subjects, focusing on purposeful and manageable assessment |
| | Children will reconnect with learning | • Children will feel able to reconnect with their learning<br>• Key year groups will have been targeted to support their recovery from school closures |
| | Use of Whole Class Feedback will improve children's progress in lessons | • Whole Class Feedback is used to target children effectively and move their learning on |
| **Quality of Education: Curriculum** | Embed Pathways to Read across the school (Y2 to Y6) | • All staff feel confident in delivering Pathways To Read to structure their teaching of reading<br>• Children enjoy learning about reading<br>• Children make progress in reading (based on their September 2020 baseline) |
| | Embed Pathways to Write across the school (Reception to Y6) | • All staff feel confident in delivering Pathways To Write to structure their teaching of writing<br>• Children enjoy learning about writing<br>• Children make progress in writing (based on their September 2020 baseline) |
| | Promote a love of reading | • Develop a new library for KS2 children |
| | Increase the percentage of children achieving GDS at the end of KS2 | • Children with potential for achieving GDS are identified early in KS2 and appropriate challenge and intervention are planned.<br>• Teachers identify children at the beginning of the year to target for greater depth and plan regular opportunities for them to practise and apply their learning at a deeper level. |
| | Close any gaps in learning and attainment that have arisen due to the Covid-19 lockdown | • Quality First Teaching together with a range of new resources and interventions purchased with the catch-up funding are effective in closing any gaps in learning and attainment that have developed due to the lockdown.<br>• Phonics and early reading will be targeted in Reception and Year One to enable children to make faster progress |
| | Achieve progress scores of 0+ in reading, writing and maths at the end of KS2 and be on track to achieve these progress scores in future years. | • Teachers know which children in their class are not on track for 0+ progress and use quality first teaching strategies alongside targeted intervention to address gaps in learning.<br>• Ongoing whole-school and cross-site moderation continue to ensure consistency and continuity between year groups and across key-stages. |
| | Embed and refine our | • All staff feel confident in delivering Power Maths to structure their |

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| | approach to using Power Maths | • teaching of Maths<br>• Reasoning and problem solving are embedded in all lessons<br>• Refine our approach to ensure better fluency in the children's work.<br>• Children enjoy Maths. |
| **Behaviour and Attitudes** | Introduce and embed No Outsiders as a method for delivering our Relationships curriculum | • Our consultation with stakeholders on our Relationships Curriculum will be complete<br>• No Outsiders will be visible across the school in displays and in children's workbooks<br>• Through the whole trust INSET day in November, colleagues will feel empowered and excited about raising awareness of relationships<br>• Books, toys and visual resources around school will reflect diverse groups within society and ensure that all children can see themselves and their families represented around school.<br>• To ensure that all of the 9 protected characteristics are visible within the school.<br>• The principles of No Outsiders will be clear in our promotional video |
| **Personal Development** | Develop effective ways to support children's emotional and mental health | • Establish a Safeguarding and Wellbeing Hub for children, parents and staff to use<br>• A member of staff will be ELSA trained<br>• Our Mental Health First Aider will be trained and an Action Plan will be in place |
| | Our application for the AcSEED Award will be submitted | • Leadership Team to work with colleagues and pupils to submit our AcSEED self-assessment |
| **Leadership and Management** | Develop an approach to staff development and performance management that is owned and driven by staff members | • Staff will develop a Personal Growth Plan, through which CPD, professional development and annual appraisal actively contribute towards achieving desired outcomes and career progression. |
| | Refine systems of communication between layers of governance within the Trust to ensure that they are efficient and effective | • There is effective communication between LABs, Directors and Trustees and clearly defined and understood roles and responsibilities across all levels of governance. |
| | Children will feel safe at school as standards of safeguarding and wellbeing support will be high | • Vulnerable children will be monitored<br>• Safeguarding themes will be promoted every half-term |
| | The needs of a cohort of EHCP children in Y2 will be met through a structured, targeted group | • Reach! will be in place and children with EHCPs in Y2 will be thriving |
| | A focus on learning environments and displays will make the school building more engaging | • Corridors will be decorated, and all displays will be complete<br>• Redevelop the Junior Library into a new learning space<br>• Cloakrooms will be more inviting |
| | A programme of purchasing new interactive teaching screens and iPads will be in place | • Purchase and install Clevertouch screens in Y2, Y5 and Y6<br>• In 2021, purchase and install Clevertouch screens in Y3 and Y4<br>• In 2022, purchase and install Clevertouch screens in R and Y1<br>• Purchase 30 iPads for KS2<br>• Purchase 30 iPads for KS1 |

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| | | • Purchase 20 iPads for Reception |
| | A programme of leaders working towards National Professional Qualifications will be in place | • AC – complete NPQSL in 2021<br>• SW – complete NPQSL in 2021<br>• LB – complete NPQSL in 2022<br>• TV and SS – complete NPQML in 2022 |
| | Ensure effective provision for our rapidly increasing number of children with EHCPs | • Review deployment of TAs<br>• Change of role for member of the LT to become Assistant SENCO<br>• Consider how we can make best use of time for the SENCO<br>• Access support as needed for children with SEND |
| | Introduce Basecamp as a communication and project management tool | • All members of staff in the school will be added to Basecamp<br>• Basecamp will be used to project manage the SDP<br>• Email traffic will be reduced<br>• OneNote will no longer be required as a communication tool |
| **Early Years** | Increase the number of children making rapid progress in EYFS | • Children will make more rapid progress through the EYFS Profile<br>• Targeted interventions |
| | Excellent phonics and early reading teaching will enable children to be on track with phonics and reading | • Phonics Tracker will be used to track children's progress in Phonics<br>• Intensive Phonics teaching in Y2 during Terms 1 and 2 in order to equip children with excellent phonics skills |
| | Target children's early language skills through the NELI (Nuffield Early Language Intervention) | • All staff will be trained in NELI<br>• Children will be targeted effectively and make progress in language and communication |
| | To develop staff understanding of the new curriculum for Early Years and their confidence in assessing the children within the new areas of learning. | • Staff will have a good understanding of the new EYFS framework and will feel confident in assessing children within the new areas of learning ready for its introduction in September 2021. |