

LONDON MEED PRIMARY SCHOOL



LONDON MEED PRIMARY SCHOOL - SCHOOL DEVELOPMENT PLAN 2020-2022

BRAVERY, COMMUNITY, CURIOSITY, RESILIENCE, RESPECT

What do we need to improve?	How are we improving it?	When will this happen?
We need to have a clear and ambitious vision for reading	<ul style="list-style-type: none"> - Fortnightly visits to our brand new library -All of our classes are named after authors -Authors visiting children at school -Three different types of book / text for children to take home each week -Dedicated 'Love of Reading' time in every class each afternoon 	The library opened in September 2021, and the other actions began in Summer 2021.
We need to make sure that early reading is taught well	<ul style="list-style-type: none"> -'Phonics Bug' program purchased -All staff trained on how to teach using Phonics Bug -'Red Squirrel' intervention program purchased -Workshops to support parents and carers with reading at home 	<p>Phonics Bug was trialled in Summer 2021, and is now being used in EYFS and Years 1,2 and 3.</p> <p>Red Squirrel will start in November 2021. Workshops will be run in Autumn 2021 and Spring 2022.</p>
We need a logically planned and sequenced curriculum	<ul style="list-style-type: none"> -Staff completely redesigned our curriculum offer, including '70 Experiences for every London Meed child' -Introduced Knowledge Organisers -Subject leaders having Deep Dives, looking in depth at their subject throughout the school. These are accompanied by a member of the senior leadership team. -Documents made to allow staff to see when / how particular points of learning have 	<p>Curriculum was redesigned in Spring 2021. Knowledge Organisers were introduced in September 2021.</p> <p>Deep Dives take place each term.</p>

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	already been taught.	
We need to teach writing so that it follows a logical sequence.	<ul style="list-style-type: none"> -Staff training on how to structure a writing unit -‘Strategic Minimal Marking’ used by staff to help to identify what children might have struggled with, or what they need to learn next. 	New writing units introduced at the start of September 2021.
We need to develop our vision and values so that all members of our school community understand them.	<ul style="list-style-type: none"> -New vision and values established after consultation with all members of our school community. -Assemblies and Hero certificates centred around the school’s values. 	<p>New vision and values established Spring 2020.</p> <p>New assemblies and certificates introduced in September 2021.</p>
We need to continue to develop pupils’ positive attitudes towards their learning.	-Every year group will now have a visit / visitor each term.	Every class (excluding EYFS) had a visit or visitor booked in the Autumn term of 2021.
We need to develop opportunities for children to ‘have a voice’ at school.	<ul style="list-style-type: none"> -Revamped school council -Eco Warriors -Fortnightly Class Learning Forums 	All started in September 2021
We need to develop pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy.	<ul style="list-style-type: none"> -Part of the focus of assemblies will be how to maintain a healthy lifestyle, including mental health. -Hero certificates awarded for showing resilience 	September 2021
We need to develop pupils’ age appropriate understanding of healthy relationships.	-Through our new RSHE program, Jigsaw, children will learn about healthy relationships, including bullying, homophobia and racism.	Jigsaw was trialled in Summer 2021, and has been used in every class since September 2021.

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We will give pupils opportunities to engage with views, beliefs and opinions that are different from their own in considered ways.	<ul style="list-style-type: none"> -Assemblies/Class Learning forums will teach children to respect other points of view, beliefs and cultures. -Outdoor learning provides opportunities for children to work in teams (includes Forest School) -All subject leaders ensure that diversity is included in their subject. 	Assemblies and Class Learning Forums restarted in September 2021. Monitoring by subject leaders started Autumn 2021.
We will ensure that all subject leaders are able to articulate the vision for their subject.	<ul style="list-style-type: none"> -1 to 1 termly support meetings for subject leaders with a member of the senior leadership team. -'Deep Dives' to allow staff to look at how their subject is taught across the school 	Autumn 2020 and then ongoing
We will ensure that staff workload and wellbeing is a priority for all staff.	<ul style="list-style-type: none"> -Strategic Minimal Marking introduced -Time given to complete Deep Dives 	Deep Dives started in Autumn 2020. Strategic Minimal Marking introduced in September 2021.
We will have high expectations of all pupils in the school.	-Senior Leadership Team monitoring provision for disadvantaged children and children with SEND.	Ongoing
We will maintain the upward trajectory for attainment at the end of EYFS, Y1 phonics, Y6 SATS. The gap between disadvantaged and SEND pupils will decrease.	<ul style="list-style-type: none"> -Monitoring by Extended Leadership Team -School data used to track children's achievements through the school. 	Ongoing
We will ensure that there is a robust system whereby pupil's needs are identified swiftly so that the right support can be identified and put in place.	-Individual Support Plan system introduced to staff, so that they can identify concerns about a particular child and consider how to best support them.	Introduced in September 2021.

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We will develop a clear strategy for disadvantaged pupils.	-New disadvantaged strategy drawn up and shared with staff and governors.	To be completed by December 2021.
Our governors need to have a clear understanding of the school's strategic vision.	-Staff presenting to governors on a regular basis. -Governors coming into school to carry out monitoring.	Ongoing.
We make sure that all staff, especially those in early years, have high expectations of what pupils can do and achieve.	-Weekly EYFS staff training on key aspects of Development Matters	Started September 2021.
We will make sure that all children make a good level of progress in their learning and development relative to their starting points.	-All children will undertake 'baseline' assessments -Interventions will be set up quickly by staff to ensure that all children receive the support that they need.	Baseline assessments to be completed by half term of Autumn 2021.
We will make sure that children are taught to read using phonics and books that match the children's phonic knowledge as soon as they start school.	-Children will be assessed in phonics -Phonics Bug will be used to teach phonics	Assessment to take place by the end of the children's second full week at school