



Blackwater Community Primary School

Development Plan

2020 – 2021

This School Development Plan enables the school's vision to be shared and understood by the whole community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise our staff training. The School Development Plan is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and governors meet termly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through the mediums such as questionnaires, informal sessions and the school council. We want everyone to support us and help us improve and this can only happen if we are all involved.

There are several key priorities for the plan. We wish to achieve each target as fully as possible, therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Professional development INSET days are an important part of this process. In addition to this, staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff undertake training throughout the year in order to further their own development and to strengthen the subject expertise on the staff.

Subject Leaders develop their own Curriculum Action Plan, which identifies key areas for development within their own curriculum area for the academic year.

Our Vision

At Blackwater School everything is possible. We are a small school with huge aspirations.

Our vision is to embed a strong sense of self in all children, celebrating their individuality. We expect our children to see that they have a role and a responsibility in the world; Locally, Globally and Environmentally. Together we will continually strive to remove the barriers to success and fear of failure.

*Above all, we will endeavour to foster a love of learning and high aspirations.
Our children will always go above and beyond in all they do.*

Team Blackwater believes in making every second count.



Curriculum statement		
INTENT What we intend to achieve through our curriculum	IMPLEMENTATION How we will deliver our curriculum	IMPACT How we will measure the effectiveness of our curriculum
<p>We aim to develop pupils who:</p> <ul style="list-style-type: none"> • have a solid sense of self, purpose and personal identity. • have a sense of responsibility for themselves, others, for the world and the environment. • are mentally and emotionally resilient. • are the best versions of themselves. • will be a global citizen. • show respect to themselves and others. • read for pleasure • are caring for themselves, others and the environment. • are active, independent and motivated learners. • are able to challenge injustice and handle conflict appropriately. • are able to work well independently and collaboratively. • understand, respect, celebrate and enjoy Cornish culture and heritage. • understand and follow our British values. • feel part of the team within the 	<p>At Blackwater, we endeavour to choose topics that interest the children and complement this with their way of learning. We are very excited about our curriculum approach which delivers a rich, broad and varied learning experience for pupils at our school.</p> <p>Topics are based on a two-year rolling programme, with subjects such as 'Space' which ensures a full and rigorous curriculum coverage in all year groups. Each term, the curriculum is planned around a project that children hooked into by a WOW day, which drives the children's learning and teacher's planning. This balanced curriculum has been tailored to satisfy the needs of each child and help them to develop their full potential.</p> <p>Involving the children at the early stages helps promote self-awareness, self-discovery, curiosity and investigation. Projects have a clear timeline with milestones and mini outcomes for pupils to achieve, all leading to a final outcome, which involves inviting the children's family into school to share. The children's learning is enhanced by visits / visitors and real-life tasks or challenges.</p> <p>In Key Stage 1 and 2, children have daily English and mathematics lessons. As a school, we recognise the importance of reading for all children therefore, have a comprehensive and thorough approach to the teaching of reading across the school. EYFS and KS1 have daily phonics lessons, which are designed around Optima. Guided reading is taught daily across the school and we also finish the day with DEAR (Drop Everything And Read) for the last fifteen minutes, which each class has a half termly novel to read collectively. Over the year they will explore a range of genre and develop confidence using a range of reading strategies.</p> <p>Writing is taught through a topic-based approach in order to provide purpose and audience for the children. Grammatical accuracy is embedded in the English lesson but also as a discrete element through spellings and handwriting.</p> <p>Our maths is taught using the mastery approach. Through small step planning, assessing and teaching, the children master objectives using a variety of concepts, images, conjectures and missing numbers. Throughout the lesson, the children attempt a task which is differentiated to support their learning, ensuring there is challenge and high expectations. The teacher will move their learning forwards again by providing a challenge at a deeper level or addressing any misconceptions they might have.</p> <p>We will also collapse the curriculum for specific days throughout the year in support of vital life learning foci e.g. national E-safety day, National Poetry day, World Book Day, Money Week. These are designed to break traditional barriers of curriculum and age group to give the pupils the chance to demonstrate their talents and passions by immersing them in an enriched and inspiring environment.</p> <p>We believe that all children should have the opportunity to use the outdoors as a learning environment. Forest school is available for ALL pupils throughout the year. Two team building trips take place throughout the year to strengthen relationships between children and staff, giving the children opportunities to experience the outdoors and life lessons that are harder to access in a school environment.</p>	<ul style="list-style-type: none"> • Progress and attainment is measured through regular marking, assessment and feedback as part of everyday teaching. Teachers assess each individual's learning through assessment for learning techniques and identify where there are gaps. • Strategies used will vary according to the subject and learning objective taught. These include different levels of questioning from adults or peers, self and peer assessment based on the learning objectives and success criteria. • At the end of every term, we hold an assessment week using formal testing in Maths, Reading and GPS. These tests give a good indication of whether the pupils are working below, towards, meeting or exceeding age-related expectations. • We hold termly Pupil Progress meetings with the class teacher and headteacher to analyse the children's progress, strengths and barriers to learning. We then plan appropriate next steps to support. • Nationally standardised summative assessments provide information on how our children are performing in comparison to pupils nationally and the effectiveness of our curriculum provision. • Performance management of all staff, including peer learning observations, support the development of professional development. • Governor's visits are organised each year to analyse, give feedback and possible next steps on how to continue to develop the curriculum. • Discussions with parents, staff and pupils take place throughout the year through the school council, questionnaires and informal meetings.

school.		
<ul style="list-style-type: none"> aim high in all areas. 		

Inspection data summary report indicates;

KS2 progress over time			KS2 attainment over time			KS1 attainment over time			Y1 Phonics over time			GLD over time		
Read	All	PP	RWM	All	PP	Read	All	PP	Phonics	All	PP	EYFS	All	PP
2017	-1.0	-0.7	2017	43 (61)	25	2017	75 (76)	50	2017	86 (81)	100	2017	65 (71)	NA
2018	0.3	1.3	2018	75 ()	100	2018	75 (76)	100	2018	75 (82)	66	2018	69 (72)	NA
2019	2.6	0.1	2019	57 (65)	67	2019	67 (75)	50	2019	75 (82)	50	2019	80 (72)	NA
Writing	All	PP	Read	All	PP	Writing	All	PP						
2017	-3.9	-1.7	2017	79 (72)	75	2017	69 (68)	50						
2018	0.7	-1.2	2018	94 ()	100	2018	69 (76)	75						
2019	4.1	4.5	2019	82 (73)	100	2019	67 (69)	50						
Maths	All	PP	Writing	All	PP	Maths	All	PP						
2017	-3.1	-4.53	2017	74 (76)	75	2017	75 (75)	50						
2018	0.9	0.0	2018	88 ()	100	2018	88 (70)	100						
2019	-1.4	-3.9	2019	93 (78)	100	2019	73 (76)	50						
			GPS	All	PP									
			2017	86 (77)										
			2018	88 ()	100									
			2019	79 (78)	67									
			Maths	All	PP									
			2017	57 (75)	25									
			2018	81 ()	100									
			2019	71 (79)	67									

2020/21 CURRENT identified curriculum and standards gaps

	Y5 and Y6	Y3 and Y4 (16 children)	Y2 (15 children)	Y1 (13 children)	Early Years
Reading	<p>Year 5: Red: 2/15, Amber: 5/15, Green: 8/15</p> <p>Year 6: Red: 3/16, Amber: 6/16, Green: 7/16</p> <p>All children are doing well with their word reading and making broadly expected progress. However, there is a small but significant group of children who have not read as often as needed over lockdown and have begun to fall out of practice with their reading skills. Their reading is less fluent and lacks expression. There are some children</p>	<p>Year 3: Red: 4/16, Amber: 4/16, Green: 8/16</p> <p>Year 4: Red: 2/15, Amber: 7/15, Green: 6/15</p> <p>During school lockdown the children who were already at risk of falling behind have either stood still with their reading fluency or fallen behind further. We are going to focus on building up daily reading fluency and stamina again with a clear strategy for daily reading in class alongside a push for home reading at</p>	<p>Year 2: Red: 1/15, Amber: 8/15, Green: 6/15</p> <p>Children who have engaged well at home have made good progress and are on track. Phonics Check – with booster sessions There are gaps in recognition of common exception words. We will do daily booster sessions as part of handwriting/spelling.</p> <p>Key chn: focus on reading comprehension- stamina.</p>	<p>Year 1: Red: 1/13, Amber: 8/13, Green: 4/13,</p> <p>Children know single sounds and most are able to decode cv vc and cvc. Some, but not all recognise the Set 2 sounds/digraphs from RWInc. Next step is ccvc – and continuing on the Optima programme. All phonics will be reinforced during daily phonics/handwriting/spelling outwith the Optima sessions. There are gaps in the children's knowledge of common exception words with many not recognising the first 16.</p>	

	<p>with SEN that will need further daily support in this area and use of dyslexia strategies to support their learning and progress. On the whole children are struggling to manage comprehension, and lack the stamina to read longer passages and comprehend these to a good standard. Some will need focused support here, and daily activities in class verbally to make progress here</p>	<p>least 4 times a week; families who are not doing this will be contacted. There will be two Optima reading groups as in year 3 there are 4 children who are significantly behind with their reading fluency and 3 who are just behind who will be able to close the gap more quickly. This assessment comes solely from a reading fluency assessment. Quality first teaching of reading comprehension skills will be rigorous and children will be expected to complete test style comprehension questions regularly.</p>	<p>Will continue Optima sessions with guided comprehension and written comprehension questions in the reading journal. VIPERS/SATS type questions will be modelled and strategies taught. Weekly written comprehension sessions to encourage independence and stamina.</p>	<p>We will focus on 6 per week as a booster session. Parents will be given weekly updates (Seesaw) on phonics/common exception word focus to practise at home. Materials to be sent home weekly.</p>	
Writing	<p>Year 5: Red: 2/15, Amber: 7/15, Green: 6/15 Year 6: Red: 4/16, Amber: 6/16, Green: 6/16</p> <p>There is a significant issue with the basics – capital letters, full stops, high frequency word spelling, layout and handwriting. Again there is a significant majority of the class who are struggling with stamina and find it very difficult to produce a good amount of writing for this stage in UKS2. For some children there's a struggle to write coherently and write sentences that make sense. They are out of practice with editing and although can spot and rectify some mistakes in their own work, they are not as effective at this as I would have expected at this stage in UKS2.</p>	<p>Year 3: Red: 3/16, Amber: 6/16, Green: 7/16 Year 4: Red: 2/15, Amber: 7/15, Green: 6/15</p> <p>Year 3 Stamina for writing. Full stops. Spelling. Use of adventurous vocabulary</p> <p>Year 4 Lack of stamina. Careless with punctuation and spelling. Children clearly out of practice at writing at length. 3 are just behind greater depth, I will give these children targeted sessions to work on using a range of sentence structures and to write in paragraphs. 3 children are just behind expected level. I will now plan a fortnightly independent write to ensure that the grammar, punctuation and vocabulary being taught is applied in the independent writing. This will also boost stamina.</p>	<p>Year 2: Red: 2/15, Amber: 9/15, Green: 4/15 Letter formation assessments showed gaps in those who have not engaged at home. Gaps in cursive formation. (Daily letter formation sessions and speedy writing sessions to boost fluency) Punctuation and sentence writing – most children in the independent write were not writing punctuated sentences. Phonetic spelling in evidence but gaps in spelling of CEW - Daily sentence writing sessions. In addition to weekly spelling assignments/daily spelling lessons. 'Fluency' activities at the start of each writing session. Twice weekly – sentence work out sessions/dictation to reinforce spelling misconceptions. Once a week children will do an independent write (Thursdays) Misconceptions/gaps will then be a focus for transcription skills the following week.</p>	<p>Year 1: Red: 2/13, Amber: 9/13, Green: 2/13 There are gaps in children's understanding of the grapheme to match the phoneme. Initial daily writing sessions will be needed to secure that phoneme/grapheme correspondence. Children's writing displays some attempts to write phonetically but often only using the first letter of the word. Word writing sessions and lots of modelling/scaffolding and independent writing of one sentence will be required to enable children to move on to writing simple sentences. Daily sentence writing sessions.</p>	
Maths	<p>Year 5: Red: 2/15, Amber: 6/15, Green: 7/15 Year 6: Red: 1/16, Amber: 8/16, Green: 7/16</p> <p>Multi step problems are causing issues – although basic arithmetic is more or less fine, the application of this and ability to</p>	<p>Year 3: Red: 2/16, Amber: 4/16, Green: 10/16 Year 4: Red: 4/15, Amber: 4/15, Green: 7/15</p> <p>Year 3: Fractions of numbers.</p>	<p>Year 2: Red: 1/15, Amber: 9/15, Green: 5/15 Gaps in mental calculations and strategies for addition and subtraction. Daily fluency sessions. Weekly focus on a strategy – taught and practised during daily fluency</p>	<p>Year 1: Red: 0/13, Amber: 7/13, Green: 6/13 Children show good counting skills able to count out from a larger set and number sequence. Gaps in oral sequence 10-30 counting on from any number. Some gaps in number recognition 10-20 and</p>	

	<p><i>think through steps and manage without silly mistakes needs attention. A small but significant group of children are struggling with their basic skills in multiplication and written methods in the four operations. More complex work like that with decimals, percentages, fractions and roman numerals is an issue. The biggest issue by far however is with reasoning, the cohort on the whole is unable to manage this at all and even those working at the standard need significant help to clarify this. I think this may well be an issue with confidence and operating within a group.</i></p>	<p><i>Missing number questions. Division. Stamina. Year 4: Fractions, division, understanding of mathematical vocabulary. Lack of stamina. Out of practise of answering assessment questions.</i></p>	<p><i>sessions. (Maths factor assignments set for home learning tasks)</i></p>	<p><i>ability to form numbers correctly. (Daily number writing sessions)</i></p> <p><i>Gaps in mental strategies – for adding and subtraction. Daily mental addition/subtraction sessions built into maths lessons.</i></p> <p><i>Number track games/number formation in continuous provision.</i></p>	
<p>Wider Curriculum</p>	<p>In the wider curriculum it is clear that stamina with fine motor skills in artistic and creative subjects is behind where I would expect it to be. In science they have missed and are struggling with scientific vocabulary and concepts like planning, predicting and setting out an investigation. There is also some concern that RSE is a significant gap in learning that needs to be given extra time this year. Computing and basic ICT skills are a significant gap for most children.</p> <p>My most pressing concern is the physical stamina and fitness of the cohort. There is a small but significant group who refuse and are unable to join in due to lack of physical fitness and lack of social ability to follow rules in a game.</p>	<p><i>Generally those children who didn't receive as much support at home need to be targeted to get back into a learning frame of mind.</i></p> <p><i>For some children physical fitness and stamina has really suffered during lockdown so I want to incorporate into my planning more opportunities to be active.</i></p> <p><i>We need to look at resources for computing, several children need work on their basic computing skills.</i></p>			

<p>SDP Priority Area 1: Quality of education</p>	
<p>Success Criteria <i>How will we know we have met the SDP priority?</i></p>	<ul style="list-style-type: none"> • An ambitious and rich curriculum embedded that excites all children and is planned and delivered effectively. Planning looks and pupil conferencing to confirm this. • Teaching is consistently good or better with emphasis on mastery approaches, effectively differentiation/challenge, effective feedback and assessment for learning.

		<ul style="list-style-type: none"> • Assessment and tracking system is effective in providing accurate formative assessment, clear tracking and appropriate interventions / support analysis. • Stakeholder questionnaires show high levels of impact with the new curriculum. Staff feel confident in their own practice and positive attitudes towards collaborative learning with colleagues. • Monitoring and evaluation process show clear progress and development with positive learning dialogues moving learning forward. • KS2 Y6 Reading, writing and maths annual attainment and progress targets are at least in line with national averages or demonstrating rapid progress. • Attainment of approximately 75% (in line with national) age related expectations for Y1 – Y6 cohorts for reading, writing and maths. • Good Level of Development continues to be above or in line with national expectations. 			
Rationale behind objectives		To open minds through the delivery of a creative mastery curriculum, encouraging independent, self motivated and active learners. To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice.			
Success criteria link	Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (Autumn, Spring, Summer)
	1a. To meet or exceed English and mathematics annual attainment and progress charts in: Reading – 73% Writing – 78% Mathematics – 79% SPAG – 78% RWM – 65% At the National Standard or progressing rapidly.	Evey Evison SLT All teachers	<ul style="list-style-type: none"> • Ensure that all children are assessed in the first two weeks returning to school in reading, writing and mathematics for gaps. (SEPT 2020). • Ensure that pivotal groups of pupils are assessed and targeted early at the start of the academic year (SEPT 2020). • Ensure effective intervention is delivered and monitored for maximum impact. (ALL YEAR) • Ensure that there is a plan in place to ensure all Year 6 pupils have all opportunities possible (strategies, perseverance etc..) to succeed in their SATS. (SEPT 2020) • Ensure learning for higher attaining pupils is effectively differentiated. (ALL YEAR) • Develop a robust home learning package that supports all children at home and at school (SEPT 2020). 	CPD as appropriate and release time if required.	

	<p>1b. To create an ambitious and rich curriculum.</p>	<p>Evey Evison SLT All teachers</p>	<ul style="list-style-type: none"> • Creation of a two-year rolling programme to ensure curriculum coverage and high-quality opportunities (SEPT 2020) • Use of Curriculum Maestro to support planning and delivery of wider curriculum. (ALL YEAR) • Use Curriculum Maestro so ensure coverage of skills and knowledge for each subject area (ALL YEAR). • Use of curriculum plans and knowledge organisers to be used as communication tools as well as planning documents. Sent home to parents termly (ALL YEAR). • The use of Charanga to ensure coverage of progression and skills across the year groups for Music. • Use of evidence-based research to support curriculum design and decision making (HALF TERMLY IN STAFF MEETINGS) • Evidence of learning to be written in a sketchbook, updated weekly (SEPT 2020). 	<p>3 x INSET days SEPT 2019</p> <p>CPD as appropriate and release time if required.</p>	
	<p>1c. To develop a rigorous approach to the teaching of reading.</p> <p>Ensuring consistency across the school and a strong focus on 'reading for pleasure.'</p> <p>(SEE ENGLISH ACTION PLAN)</p>	<p>SLT Lorna Burton</p>	<ul style="list-style-type: none"> • To plan and implement a 'recovery curriculum' to ensure gaps in learning are addressed. (SEPY 2020) • LB to analyse current strengths and weaknesses in reading (teacher feedback, pupil feedback, book looks, assessment reviews) (SEPT 2020) • Optima reading programme to be used throughout the whole school to teach phonics. (SEPT 2020) • Update and rewrite 'progression in reading' and 'progression in writing' documents to support teacher planning and coverage (SEPT 2020) • Ensure the consistency of the teaching of reading approaches is embedded and teacher confidence in the assessment of reading is secure and consistent (Jason Hurr) (ALL YEAR) • Focus on comprehension skills to improve reading for meaning. Embed VIPERS strategy. (SEPT 2020) 	<p>Time required by LB.</p> <p>Possibly CPD / training, purchase of reading resources, books, novels.</p>	

			<ul style="list-style-type: none"> • Teachers to give regular and effective feedback through reading sessions that impacts upon attainment (ALL YEAR). • Clear expectations of support at home for reading. Reading records checked weekly (minimum three times a week) (SEPT 2020) • Monitor pupil’s progress to ensure targets are met for pupil, develop next steps where needed (TERMLY MEETINGS). • Provide workshops for parents and families to provide details of how to support (NOV 2020). • Books available at lunchtimes (ALL YEAR) • Create reading passports, which give children an expectation of the quality of book appropriate for their age group. Ten books chosen per academic year. (JAN 2020) • Develop the use of the library to support reading for pleasure for all children (JAN 2021). 		
1d.	To develop the use of assessment to ensure all children reach their academic potential.	Evey Evison SLT All staff	<ul style="list-style-type: none"> • Monitor the use of marking throughout the school to ensure effectiveness and staff workload. Develop the use of ‘whole class feedback’ marking so support Covid safety measures (SEPT 2020) • Half termly book looks carried out by subject leads and Head to embed consistency and high expectations. (ALL YEAR) • Support pupils in developing a pupil voice in feedback in order to improve ownership of learning and development. (ALL YEAR) • Embed the ‘Jason Hurr’ assessment tracker to ensure all children are on the correct flight plan throughout their academic career. (SEPT 2020) • Develop effective use of data analysis with all staff to ensure there is fluency when discussing children’s individual / group and cohort trends. (AUTUMN 2020) • Half termly pupil voice reviews to take place for Eng, maths and wider curriculum to support and direct next steps. (ALL YEAR) 	Release time for subject leads. Possible CPD training costs.	

			<ul style="list-style-type: none"> • Termly Pupil Progress Meetings to take place termly by class teacher and Head to ensure all children are reaching their potential and have their needs met. (ALL YEAR) • Use of individual trackers for SEN children to ensure clear progress steps (SEPT 2020). • Introduction of Provision Map as a system to track and assess impact of interventions. (SEPT 2020) 		
1e.	<p>To continue the development and implementation of maths mastery approaches to teaching to ensure pupils in KS1 and KS2 attain higher standards consistently in maths.</p> <p>(SEE MATHS ACTION PLAN)</p>	<p>Evey Evison</p> <p>Fiona Shuttleworth</p>	<ul style="list-style-type: none"> • To plan and implement a ‘recovery curriculum’ to ensure gaps in learning are addressed (SEPT 2020). • Ensure the Maths Mastery Curriculum is effectively implemented – FS to continue to work with the Maths Hub re: mixed age teaching. (ALL YEAR) • Continue staff development of maths mastery approaches, specifically looking at mixed age teaching. (ALL YEAR) • Monitor, review and evaluate the teaching of mathematics across the school. (ALL YEAR) • Detailed tracking of the SEN to support development of small steps (ALL YEAR). • Implement an effective system of x tables practice across the school to ensure secure recall from Y4. (OCT 2019) • Ensure the disadvantaged children in each year group continue on their flight path to reach Nat. Exp. By Year 6. Early intervention to be put in place (OCT 2019) • Embed the 99 Club which starts at Nursery and higher expectations by the time they are in Year 6 (ALL YEAR). • Improve provision for home learning including: Maths Factor, Squeebles and the White Rose. • Improve transition between Reception and Year 1 through Maths Hub programme (ALL YEAR). • Introduce teaching of finance throughout all year groups (JAN 	<p>FS weekly maths lead time.</p> <p>Possible training and CPD</p>	

			2021).		
	1f. To maintain the consistency of strong, effective teaching across the school.	SLT All staff	<ul style="list-style-type: none"> • Maintain and develop a collaborative culture between staff – sharing good practice, by colleagues as a means of development and improvement. (ALL YEAR) • Regular monitoring of teaching and learning conducted through a well thought out and rigorous evaluation system. (ALL YEAR) • Well organised training through staff meetings and INSET days planned in advance (ALL YEAR) • Embed consistency in all classrooms to provide the children with a safe and dependable learning environment. (SEPT 2020) 	Possible CPD opportunities.	

SDP Priority Area 2: Behaviour and attitudes

Success Criteria <i>How will we know we have met the SDP priority?</i>	<ul style="list-style-type: none"> • Blackwater School maintains the happy, vibrant learning community with high expectations for all. • Pupils demonstrate and can articulate a positive approach to learning. • Blackwater School continues to implement the HIGH FIVE approach to positive behaviour attitudes. • Attendance to be improving and in line with National Average (96%) including persistent absence. Targeted approach with the EWO to support those families. • Further refine the safeguarding systems through the staff by ensuring all have up to date training with CPOMS online system. • Ensure consistency in behaviour systems and reporting across the school to maintain the established excellent behaviour, manners and mutual respect. • Support key children through a nurture provision in the mornings. • Develop the Trauma Informed Schools approach to support children’s mental wellbeing. 				
Rationale behind objectives	<p>To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well being of each and every individual is a priority.</p> <p>To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within school and the wider community.</p>				
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)		Resources	Evaluation of Impact and evidence: (Autumn, Spring, Summer)

<p>2a.</p> <p>To continue to develop high expectations for learner's behaviour</p>	<p>Evey Evison</p> <p>SLT</p> <p>All staff</p>	<ul style="list-style-type: none"> Update behaviour policy to ensure there is consistency across staff and the whole school. (SEPT 2020) High 5 approach to be emphasised and celebrated throughout the academic year (ALL YEAR). Children are clear on rules and know the process of what happens when they make the right and wrong choices. (SEPT 2020) Inject new energy into 'Learner of the week' and 'Citizen of the Week' for the individuals to be given 'Hot Chocolate Mondays (Paul Dix) (ALL YEAR). 		
<p>2b.</p> <p>To improve the attendance of a small minority of pupils.</p>	<p>Evey Evison</p> <p>SLT</p> <p>All staff</p>	<ul style="list-style-type: none"> Analyse attendance and lateness data to ensure all cases are acted upon (HALF TERM) Continue with three waves of letters to be given out dependent on the severity. Use of infographics to secure message to parents. (OCT 2020) Develop Project 100 to support attendance of disadvantaged children. (SEPT 2020) Continue to work closely with the EWO to maintain direct and targeted approach to raising attendance. (ALL YEAR) Support children who are persistently late by giving responsibilities and opportunities to specific children before the start of school i.e. time with Ziggy, our therapy dog. (SEPT 2020) Band attendance: Gold (98%+) Silver (97%+) Bronze (95%+) certificates at the end of each academic term. (SEPT 2020) 	<p>Cost of EWO</p> <p>Project 100 - £100 per child</p> <p>Prize at the end of the year e.g. bike</p>	
<p>2c.</p> <p>To ensure that all children are safe in school and online.</p>	<p>Evey Evison</p> <p>SLT</p>	<ul style="list-style-type: none"> Maintain rigorous safeguarding policies and procedures – including SCR. (ALL YEAR) Continue to develop the use of CPOMS for safeguarding and behaviour. (ALL YEAR) 	<p>CPOM licence</p>	

	Ellie Watkins	<ul style="list-style-type: none"> Analyse patterns and data from CPOMS to guide next steps.(ALL YEAR) Ensure staff training of CP and Prevent is current and up to date. (SEPT 2020) EW to ensure e-safety is implemented effectively in the curriculum. (OCT 2020) To ensure that first aid provision is up to date and carried out effectively. (SEPT 2020) 	<p>Possible CPD during the year.</p> <p>First aid provision updates</p>	
2d. To ensure playtime spaces and activities are providing structure and engagement in healthy play.	Evey Evison Lunchtime supervisors	<ul style="list-style-type: none"> Different outdoor areas set up as 'play kingdoms' with provision set up in each area. (SEPT 2020). Activities to be rotated around the kingdoms on a weekly basis. (SEPT 2020). Year 6 children to prepare the equipment on a Monday morning for all play kingdoms. (SEPT 2020) Create a 'Quiet area' in the playground to support children sitting and reading at their leisure (JAN 2021). The purchase of the bell tent and polytunnel to support exciting outside spaces (AUTUMN 2020). 	<p>Playtime lead training for Year 6 chn.</p> <p>Quiet area resources</p>	
2e. To develop children's positive behaviour and attitudes in school.	Evey Evison Vicci Vaughan	<ul style="list-style-type: none"> Specific teaching in September on emotions and a toolbox to support children make the right choices. Use of the Colour Monster across all year groups to support recognition of emotions (SEPT 2020). Deliver 'wild time' social and emotional support sessions for individuals and groups who need additional support (SEPT 2020). Use of Boxall Profiling to assess and analyse which children need what social and emotional support (SEPT 2020). Priority Pupils identified post school closure and ensure 	<p>Nurture setup of room.</p> <p>TA hours for wild time.</p>	

		<p>provision is there to support (SEPT 2020).</p> <ul style="list-style-type: none"> • Create and facilitate a ‘nurture provision’ in the mornings for children who will find it hard to access the curriculum and classroom environment (SEPT 2020). 		
2f.	Vicci Vaughan	<ul style="list-style-type: none"> • VV to be given two afternoons out of class per week to support children’s mental wellbeing (SEPT 2020). • T.I.S training for EE, HJ, VV, CP. (ALL YEAR). • Regular updates for all staff to support the T.I.S approach (SEPT 2020). 		
Develop the use of Trauma Informed School to support all children.				

SDP Priority Area 3: Personal development				
<p>Success Criteria <i>How will we know we have met the SDP priority?</i></p>	<ul style="list-style-type: none"> • Our curriculum offer is designed to extend beyond academic skills. • To offer, in particular, our disadvantaged pupils the opportunities to develop and discover their interests and talents. • To be mindful of the physical and mental well being of the pupils and to tailor the opportunities both within the school day and outside of this to meet the needs of the cohorts of pupils. • For Blackwater pupils to be good citizens and feel part of the community. • For the children to celebrate and embrace diversity and the enrichment diversity brings to the school. • To have an outstanding outdoor learning provision. • Development of the PSHE curriculum to ensure all children have the right age appropriate knowledge to keep them safe in and out of school. 			
<p>Rationale behind objectives</p>	<p>We want to ensure the physical and mental health is a high priority for school and home. To be able to enthuse and motivate pupils and families to take part in an active and healthy life style.</p>			
<p>Objective/success criteria</p>	<p>Responsibility</p>	<p>Key actions to meet objective (with dates)</p>	<p>Resources</p>	<p>Evaluation of Impact and evidence: (Autumn, Spring, Summer)</p>
<p>3a. Ensure that mental health of our pupils and staff is a high priority for all staff and</p>	Evey Evison	<ul style="list-style-type: none"> • Weekly support staff meetings to have an agenda item for raising concerns around pupil’s well being. External support identified for the most vulnerable pupils. (ALL 	Possible CPD	

SLT.		<p>YEAR)</p> <ul style="list-style-type: none"> Supervision sessions put in place in the Autumn term to support staff well-being. (OCT 2020) 	Post of supervision.	
3b. Ensure all pupils are given opportunities to discover new talents and interests.	Evey Evison All staff	<ul style="list-style-type: none"> 'Fun Friday' to continue within class bubbles to support children learning new activities and interpersonal skills. (SEPT 2020). Wider Horizons week to be launched allowing pupils to explore career opportunities and skills for aspirational jobs. (MAY 2021) 	Visitors in for career day	
3c. Ensure our pupils know what it means to be a good citizen	Evey Evison All staff	<ul style="list-style-type: none"> Develop links with community members and places. (ALL YEAR) Ensure RE syllabus has clear coverage including visits to local places of worship. (SEPT 2020) Monday assemblies give opportunities for children to discuss and listen to challenging topical questions and debates. (SEPT 2020) 	Picture news subscription.	
3d. Ensure that all staff are trained and confident in spotting and supporting mental health issues at an early stage.	Evey Evison	<ul style="list-style-type: none"> September INSET to be focused on emotional wellbeing and how to spot it in children (SEPT 2020). All staff to receive 'Draw and Talk' training with the educational psychologist (SEPT 2020). Regular staff meetings giving all staff the opportunity to discuss the children in their class (ALL YEAR). 	EP training time.	
3e. To enhance the provision for	Evey Evison	<ul style="list-style-type: none"> To develop the use of the wild area to support engagement and positive play at break and lunchtimes. To introduce 'Wild time forest school' sessions to all year 	Bell tent and polytunnel Outdoor	

outdoor learning.	All staff	<p>groups which follow a progression in skills and knowledge of the outdoors. (SEPT 2020).</p> <ul style="list-style-type: none"> • Purchase a large bell tent and polytunnel to support extra outdoor spaces for learning (SEPT 2020). • Develop the outdoor space to create vegetable beds for the children to learn about care, responsibility and healthy lifestyle (OCT 2020). 	CDP training.	
3f. To ensure outstanding provision for PSHE.	Evey Evison	<ul style="list-style-type: none"> • Introduce and start to use scheme: www.lifewise.co.uk (SEPT 2020). • Ensure that the progression of skills and knowledge is mapped across our two year programme (OCT 2020). 		

SDP Priority Area 4: Leadership and Management				
<p>Success Criteria <i>How will we know we have met the SDP priority?</i></p>	<ul style="list-style-type: none"> • All leaders, including governors, are highly ambitious for the school and lead by example. • A strong emphasis on distributive leadership, with clearly defined roles for members of the SLT and all staff. • Teachers, support staff and governors are invested in and their professional development is vital to the school's continuing success. • The governing body is stable and experienced, playing an active part at monitoring and reviewing practice in school. • Staff workload is taken into consideration and minimised so it has a positive impact on children's learning. • All staff understand and research the EEF toolkit to support any changes and developments within the school. • Governors and all teachers have a clear, accurate and consistent picture of the data for their subject area / cohort. Pupil progress meetings are carried out to confirm and analyse targeted intervention. • The leadership and provision of SEN is high quality and evidenced based. 			
Rationale behind objectives	To provide a happy, caring and secure learning environment where everyone thrives and feels safe, confident and valued and the well-being of each and every individual is a priority.			
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (Autumn, Spring, Summer)
4a. To clarify the vision, ethos	Evey Evison	<ul style="list-style-type: none"> • Gather opinions through a questionnaire regarding what 	Possible CPD	

and current practices of the school	All staff	<p>is working well and thoughts on next steps (SEPT 2020)</p> <ul style="list-style-type: none"> Update the Vision statement and Motto to match the changes in the school (SEPT 2020) Ensure all policies are up to date and current practice (SEPT 2020) 	when needed.	
4b. To improve staff workload through planning, marking and communication.	Evey Evison SLT	<ul style="list-style-type: none"> Embed new marking process 'whole class feedback' in KS2. (SEPT 2020) Minimise mathematics planning through embedding 'pyramid planning'. (SEPT 2020) The use of White Rose planning to support home learning and in school. Improve internal communication – online calendar, what's on guide, management plan, TA meetings, SLT meetings to ensure clarity on what is happening when. (SEPT 2020) 	Feedback stamps	
4c. Improve the professional development of all staff.	Evey Evison SLT	<ul style="list-style-type: none"> Develop the role of the teaching assistant through training sessions, weekly update meetings and links with other TPAT schools. (ALL YEAR) Develop the role of the subject lead through training, modelling and teachers been given time. (OCT 2020) Secure robust and transparent appraisal system for all staff in the organisation. (SEPT 2020) 	Possible CPD opportunities	
4d. Develop the use of the education endowment foundation (EEF) research tools to ensure any initiatives introduced are proven to be high impact, low cost.	Evey Evison SLT	<ul style="list-style-type: none"> Staff training session on EEF resources for all staff and relevance to our context. (JAN 2021) Core subject leaders to study one research project and report back to staff. (JAN 2021) 		
4e. Ensure governors and	Evey Evison	<ul style="list-style-type: none"> Structure the 6 yearly meetings to ensure there is 	Possible CPD	

<p>senior leaders have a full and realistic picture of the impact of the school improvement priorities using an increased range of monitoring processes.</p>		<p>coverage of all areas of responsibility. (SEPT 2020)</p> <ul style="list-style-type: none"> • Each governor to commit to a minimum of two monitoring opportunities per year. (SEPT 2020) • Ensure all governors have the correct professional development to support the school. (ALL YEAR) 	<p>opportunities</p>	
<p>4f. Ensure senior leaders, governors and teachers have a consistently accurate picture of pupil's attainment and progress.</p>	<p>Evey Evison SLT</p>	<ul style="list-style-type: none"> • Embed Jason Hurr's tracking spreadsheet to ensure children's progress (and flight plans) are visible. (SEPT 2020) • Training for all staff on how to fluently explain the data for their subject / cohort. Training on JH system to support this (SEPT 2020) • Training on how to accurately pinpoint individuals who fall off their flight plan. (OCT 2020) • Effective use of external standardised tests for all year groups. (TERMLY) • JH system judgements moderated with outcomes of standardised tests and discussed in pupil progress meetings. (TERMLY) • Review of impact of intervention from previous term discussed in subsequent PP meetings (TERMLY) 	<p>Jason Hurr's system NFER testing Target Tracker</p>	
<p>4g. To develop the role of the leadership team</p>	<p>Evey Evison SLT</p>	<ul style="list-style-type: none"> • To meet fortnightly to ensure that the school is developing at a fast pace (SEPT 2020) • For Eng / maths to have dedicated time out of the classroom to monitor and evaluate the impact. (SEPT 2020) • Analysis of data on a termly cycle to ensure all stakeholders have a clear understanding of next steps 	<p>Lead time out of class.</p>	

		within their subject. (ALL YEAR)		
4h. To improve the communication and positive image of the school to therefore engage with the community more effectively.	Evey Evison All staff	<ul style="list-style-type: none"> • Wide positive communication with parents through social media and fortnightly newsletters. (SEPT 2020) • Parents meetings held on a rolling programme to support families understand current practices for: phonics, maths, English and SATS. (ALL YEAR) • Greater use of Eschools to support the website and parental communication. • Create annual cycle of staff, pupil and parent feedback. (SEPT 2020) 	Eschools licence and training. Possible CPD opportunities	
4i. To improve the leadership and provision for SEN pupils.	Evey Evison	<ul style="list-style-type: none"> • For children to meet the S.E.N national expectations for Reading, Writing and Mathematics. (ALL YEAR). • For SEN children to be assessed in the first two weeks to work out gaps and areas to support (SEPT 2020). • Track the attainment and progress of all SEN children through the 0-9 assessment and individual learning objectives. (ALL YEAR). • Use of 'Provision Map' to track impact of interventions and write high quality APDR (SEPT 2020). • Update SEND Policy and Local Offer (SEPT 2020). • Ensure there is continued professional development for all staff regarding supporting children with special needs (ALL YEAR). 		

SDP priority Area 5: Early Years

Success Criteria <i>How will we know we have met the SDP priority?</i>	<ul style="list-style-type: none"> • There is an increase of Nursery children attending Blackwater. • Children's PSED needs are met and supported through quality first teaching and provision.
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	<ul style="list-style-type: none"> • Writing is given more of an emphasis in EYFS, creating more opportunities for children to write. • High quality and rigorous phonics teaching. • Drive on early reading, with progress monitored through termly tracking. • Areas of continuous provision, inside and outside the classroom, to be used independently by children. • Develop the already successful outdoor area, including the teaching of outdoor skills as well as self-led learning. 			
Rationale behind objectives	For all EYFS children to feel confident and safe in our environment to be ready to learn and grow as individuals.			
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (Autumn, Spring, Summer)
5a. Increase the number of children attending Nursery.	Evey Evison Kelly Murley	<ul style="list-style-type: none"> • Advertise in the local area and on social media to promote a greater presence in the community (ALL YEAR). • Adapt teaching and learning to support Nursery children at all times of the day (SEPT 2020). • Develop a Nursery local hub to support consistency and high expectations in the local community (JAN 2020) 	Advert in paper	
5b. To improve children’s PSED to ensure it meets the national expectation ELG.	Kelly Murley	<ul style="list-style-type: none"> • Develop the continuous provision to ensure that there is a consistent PSED area inside and outside to support post Covid lockdown (SEPT 2020). • Weekly ‘Circle Time’ introduced to develop children ability to empathise and discuss emotions. This will be linked to a social story each week (SEPT 2020). • Staff training to support the forward development of PSED (ALL YEAR). • Analyse data, including baseline, to support children’s need on a half termly basis. Using Tapestry and 0-9s. Interventions put in place as and when needed (ALL YEAR). • Introduce whole class Boxall assessments to analyse and 	Resources Possible CPD opportunities.	

		action where needed (OCT 2020).		
5c. To improve writing to meet the national expectation ELG.	Kelly Murley	<ul style="list-style-type: none"> • Half termly independent writing to become in line with the school's writing moderation (ALL YEAR). • Weekly 'shared write, guided write and exciting write' sessions to support independence in writing for Nursery and Rec children (ALL YEAR). • Increased opportunities for writing inside and outside of class (SEPT 2020). 		
5d. Develop a secure understanding of data in EYFS to fluency discuss impact of provision provided.	Kelly Murley Evey Evison	<ul style="list-style-type: none"> • Implement the 0-9 assessment system to develop understanding of how data can support teaching and learning (SEPT 2020). • Write termly reports analysing results and children's development (ALL YEAR). • Assess the Nursery children in Tapestry (OCT 2020) 	0-9 assessment	
5e. Enhance the quality of outdoor learning taking place.	Kelly Murley	<ul style="list-style-type: none"> • Weekly visits to the wild area to develop den building and exploring the environment. (ALL YEAR) • Weekly forest school activities to teach standalone outdoor skills (ALL YEAR) 	Forest school development.	
5f. Improved targeted teaching and learning of Nursery children.	Kelly Murley	<ul style="list-style-type: none"> • Ensure the Nursery children are taught to meet the age appropriate expectations (SEPT 2020). • Plan to show Nursery and Reception expectations (SEPT 2020). 		
5g. Develop a strong focus on phonics and reading for	Kelly Murley	<ul style="list-style-type: none"> • Optima Reading scheme to be taught in class from September in line with the rest of the school (SEPT 2020). • Children given the opportunity to two books home a week, one targeted to child's ability, one challenge book 		

pleasure.		(SEPT 2020).		
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