



ST NICHOLAS SCHOOL DEVELOPMENT PLAN

2021 - 2023

PRIORITY 1: Strategic Direction
PRIORITY 2: Quality of Education
PRIORITY 3: Safeguarding
PRIORITY 4: Leadership and Management
PRIORITY 5: Behaviour and Attitudes

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PRIORITY 1: Strategic Direction					
No.	Action Point	Who?	When?	Desired Impact	Actual Impact
1.1	<p>To embed a new leadership team as the school grows and expands</p> <ul style="list-style-type: none"> • Placement of SLT on each floor and in each key stage – GB on ground floor (R/Yr 1), MS (Yr 2), GP (Yr3 + 4), VB (Yr 5 +6) monitoring behaviour and Teaching and Learning • HT to establish informal chill and chat with staff • Review the roles and responsibilities of SLT • Set targets through the appraisal process • SLT expectation document shared with staff 	KG GB GP VB MS	Sep 2021 Nov '21 Oct '21 Oct'21 April 21	SLT lead the school strategically Roles of SLT are clear with staff Clear line management system in place	
1.2	<p>To gain the gold awards for UNICEF Rights Respecting Schools</p> <ul style="list-style-type: none"> • Please see separate Action Plan for RRS 	FMc			
1.2	<p>To implement a whole school culture to mental health and well-being</p> <ul style="list-style-type: none"> • Re-establish the role of the Mental First Aiders • Set up a working party to establish mental health and well-being of school • Set up MH clinics for staff • Signpost staff to support around MH and Well-being • Ensure wellbeing policy is up to date, includes all staff and all staff have read a copy • Run a range of well being events to boost staff morale and well-being • Set and run formal and informal coffee mornings for parents • Embed use of Zones of Regulation and deregulation strategies to support emotional 	LMc LMc, MP ND LMc, MP ND LMc, ND ND GP GB JB Staff Ed psych	Nov '21 Ongoing January '22 Ongoing Ongoing	Mental health and wellbeing of school community is healthy and positive. Staff and parents are aware of support available for mental health and wellbeing	

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	health of pupils. Use expertise of ed psych if necessary				
1.4	<p>To engage our parents in a range of activities</p> <ul style="list-style-type: none"> Find out the views of parents through a parent survey Set up and run formal and informal coffee mornings for parents Governors and HT to discuss improving parental engagement e.g. volunteers, social events, PAF, communication via website and Weduc. 	<p>KG LM</p> <p>GP GB JB</p> <p>KG AT BT LM KD</p>	Ongoing	Views of parents are taken into account	
1.5	<p>To finalise the development of the school learning environment</p> <ul style="list-style-type: none"> Through the school council, find out what the children would like in their school playground and MUGA Set up a working party to discuss development of the playground and MUGA Develop the playground and MUGA to meet the play and sensory needs of the pupils Design and create a sensory garden for the children. Establish working party if need be. Develop the LRC as a mixed-use area for parent training, library and activity zone including the use of the outside balcony area. Establish a working party if need be. Equip and develop the outdoor learning area to enhance curriculum provision in Outdoor Learning, Science and DT As a school staff, agree the use of the adjoining rooms as a quiet working space 	<p>FMc and staff</p> <p>KG</p> <p>SA</p> <p>VB GP</p> <p>LB KL</p>	<p>Oct'21</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	School environment is welcoming to the pupils and their needs are being met.	

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PRIORITY 2: Quality of Education					
No.	Action Point	Who?	When?	Desired Impact	Actual Impact
2.1	Review, re-write and implement a new Teaching and learning Policy <ul style="list-style-type: none"> On INSET and through staff meetings, discuss parts of the policy as a whole staff and gather views As a staff re-write the policy and rename Curriculum and Learning Policy Ensure all staff read the updated policy 	KG and all staff	Sept '21 Oct'21	Staff buy into the vision of the school as their involvement means they are more likely to follow it.	
2.2	To develop the curriculum so it is suitable for the broader range of needs at the school <ul style="list-style-type: none"> Staff to review and update schemes of work so suitable for a range of learners Set up training and workshops to support staff in strategies for learning e.g. numicon, calculations strategies, phonics, Colourful Semantics Subject leaders to review and write action plans for their subject each year Ensure support for literacy through use colourful semantics, phonics, reading scheme developments and compliance of the DfE framework Look into training for Reading and Early Reading - INSET Develop mathematics teaching that focuses on developing and embedding key skills in number using manipulatives Support staff in possible deep dives in their area 	Subject leads KG and Subject leads Subject leads VB GB GB VB LMc CH KG	Ongoing Feb/March '22 January '22 March/April '22	An appropriate broad and balanced curriculum is planned and delivered. Staff feel confident in leading their subject area	

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	<ul style="list-style-type: none"> Year 2 and year 3 teachers to work together to support transition from EYFS curriculum to National Curriculum Support staff to look at progressions of skills and assessment for their subject area Staff review and evaluate their curriculum ensuring it is culturally competent e.g. set up a working part, review subject areas, share curriculum intent and publish statement on website. 	MS GP and Yr 2 and 3 staff	Sept '22 Sept '22	Clear progression is seen All stakeholders are able to communicate clearly the school's culturally responsive curriculum.	
2.3	<p>To implement the new EYFS Framework</p> <ul style="list-style-type: none"> Staff meeting to introduce the new framework and discussion in Key Stage 1 Key Stage 1 teachers to complete termly plans using the new framework and objectives. Assessment Lead to look at how we collect assessment information in Early Year and KS1 as well as the any changes to Assessment Booklets EYFS lead to monitor and evaluate implementation of new framework and feedback to SLT Look into training for Learning through Play – possible INSET EYFS lead to attend any meetings and further training if necessary 	MS KS1 teachers MS and GB KG MS GB GB MS	Sept/Oct '21 and Ongoing	School is compliant with the new framework Staff feel confident in delivering the new framework Children are nurtured and develop well in their early development skills	
2.4	<p>To embed the RSE curriculum</p> <ul style="list-style-type: none"> Subject lead to deliver training to staff on changes to RSE framework Letter/parent coffee morning for parents to be aware of changes to RSE framework and what this means at St Nicholas 	BO BO BO	Oct'21 January '22 Ongoing	School is compliant with the new framework	

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	<ul style="list-style-type: none"> • Monitor and evaluate the RSE and PSHE curriculum through curriculum monitoring • Highlight impact of curriculum in Safeguarding audit • Update policy for RSE • Discuss with Governors new RSE curriculum 	BO GB BO KG	Ongoing January'22 January/March '22	Culture of safeguarding is established.	
2.5	<p>To review and implement progression of life skills</p> <ul style="list-style-type: none"> • Teacher staff meeting and Whole School meeting discussing initial ideas around life skills and progression of life skills • Subject leaders to look at own curriculum area and demonstrate life skills taught • Write a progressions document for life skills 		April/May'22 Autumn '22 Autumn/Spring '22	<p>Clear progression of life skills is established.</p> <p>Staff buy into the vision of life skills as their involvement means they are more likely to follow.</p> <p>Staff are able to monitor progress in a wider range of areas.</p>	

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PRIORITY 3: Safeguarding and additional support					
No.	Action Point	Who?	When?	Desired Impact	Actual Impact
3.1	<p>To ensure the school is compliant in safeguarding and that we have a safeguarding culture</p> <ul style="list-style-type: none"> • Ensure all staff have a login to My Concern • Monitor use of My Concern and encourage staff to log all concerns • Implement a regular programme of training around Safeguarding e.g. scenarios in teacher/TA/Whole Staff meeting; focus on a particular aspect of KCSIE; monitor the of training and repeat training to those who need it • Parent training on Online Safety – through a coffee morning/speaker • Demonstrate how we are approaching peer on peer abuse e.g. social stories, behaviour approach • Create child friendly policies e.g. behaviour, safeguarding • Create a safeguarding Governance Strategy 	<p>GB GB</p> <p>GB and AT</p> <p>GP JB</p> <p>GB and staff</p> <p>KG</p> <p>KG</p>	<p>Sept'21 and ongoing Ongoing</p> <p>Spring/Summer'22</p> <p>Spring Term'22 and ongoing</p> <p>Autumn '22/Spring '23 Spring'22 and ongoing</p>	<p>Culture of Safeguarding is established.</p> <p>School is effective in its safeguarding approach.</p> <p>All staff fully aware of all safeguarding and child protection issues and statutory requirements.</p>	
3.2	<p>To review the transition of new children into school and implement any changes</p> <ul style="list-style-type: none"> • Discuss with DH from RedGates about their transition process • Gather views from Parent Survey about transition process • KS1 lead to discuss ideas with KS1 staff • Implement any new ideas 	<p>GB KG</p> <p>KG</p> <p>GB MS KG GB</p>	<p>Spring '22</p> <p>Autumn '22</p> <p>Spring '22 Summer'22</p>	<p>Parents and children feel more confident with the transition into a new school.</p>	

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3.3	<p>To improve the engagement of our parents</p> <ul style="list-style-type: none"> HT, ICT Assistant and Website Governor to review current website Gather views from parents through survey about the website Update website with current news and relevant policies Look into possibility of creating class or subject pages to display current information and work Make weekly contact with parents via Weduc to update on school events Write a termly newsletter for parents and publish on Weduc and website Discuss and agree with staff a consistent approach to weekly newsletters and communication to parents Write a Code of Conduct for Weduc use Create/update parent/carer communication policy Look into the possibility of starting a PTA. Create a timeline of setting up. 	<p>KG EG AC KG LM KG AC KG AC KG GP KG all staff KG KG</p>	<p>Autumn'21 Autumn'21 Ongoing Autumn '22 Ongoing Spring'22 Summer'22 Spring '23</p>	<p>Parents are part of the wider community of the school.</p> <p>Parents are supported with the needs of their child.</p>	
3.4	<p>To monitor and develop the use of PECS within the classroom</p> <ul style="list-style-type: none"> Adapt role of Assistant Head for Communications so she is working in a team teacher approach Communication lead to work across all classes demonstrating using PECS within daily communication and curriculum approach Appraisal targets for Assistant head Appraisal target around PECS for all staff 	<p>KG GP GP KG GP All staff GP</p>	<p>Ongoing Ongoing Autumn '22 Ongoing</p>	<p>Children are able to effectively communicate their wants and needs.</p> <p>Staff feel more confident communicating with the non-verbal children.</p>	

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	<ul style="list-style-type: none"> Advise from SaLT 				
3.5	<p>To develop the role of Year 6 buddies</p> <ul style="list-style-type: none"> Discuss involvement of year 6 children as buddies in Key Stage meeting e.g. to do tours of the school, play with younger ones at lunchtime, take children to the buses etc Implement ideas throughout the year Set up buddies for PE and Music 	<p>VB and Year 5 and 6 staff AR, DC</p>	<p>Autumn/Spring '22 Ongoing</p>	<p>Children are given a responsibility before they transition to secondary school.</p>	

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PRIORITY 4: Leadership and Management					
No.	Action Point	Who?	When?	Desired Impact	Actual Impact
4.1	To develop the role of Subjects coordinators <ul style="list-style-type: none"> • Through appraisal process, set yearly targets for monitoring and evaluating their Subject area through regular planning looks, observations and discussions • Release subject coordinators termly to observe their subject being taught • Regular subject updates in staff meeting • Encourage subject leaders to hold training/workshops • Regular discussions and updates on Deep Dives 	SLT GB Staff Staff	Autumn'22 Ongoing Ongoing Ongoing Ongoing	Each subject leader is able to communicate the delivery of their subjects.	
4.2	To develop roles of middle leaders <ul style="list-style-type: none"> • HT to review current roles and responsibilities of SLT and investigate possibilities of some roles being developed as Middle Manager Roles • Discuss with Governors as appropriate 	KG	Ongoing April '22- March '23	Clear career progression in school. Staff feel valued.	
4.3	To establish a monitoring and observation cycle for Governors <ul style="list-style-type: none"> • Set up a programme of monitoring visits throughout the year in FGB. Governors to have a subject area to visit. • Governors to feed back monitoring visit in FGB 	KG Governors	Ongoing	Governors are aware of what is happening in the school and are able to feedback to the head teacher and other Governors.	

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PRIORITY 5: Behaviour and Attitudes					
No.	Action Point	Who?	When?	Desired Impact	Actual Impact
	To embed the use of sensory integration within the classroom <ul style="list-style-type: none"> Meet with private OT to discuss sensory needs within cohort and training needs of staff Book in further Sensory integration training Collect good examples of sensory integration around the school 	GP AB KG GP AB	Ongoing	Pupils are better able to access the curriculum and lessons through targeted support.	
	To develop a sensory curriculum <ul style="list-style-type: none"> Develop a progression framework for Sensory Integration and share with staff Create a portfolio of activities used within a sensory curriculum Set up further training/workshops for parents and staff 	LT LT LT GP	Ongoing	Pupils are better able to access the curriculum and lessons through targeted support.	
	To further embed the use of Emotional regulation across the whole school <ul style="list-style-type: none"> Emotional Regulation and Zones of Regulation to form part of the Induction programme Office and SLT staff to also use ZoR on office doors Further training on Emotional Regulation from Ed psych 	VB GB SLT KE	Ongoing	Pupils are better able to access the curriculum and lessons through targeted support. The mental health and wellbeing of pupils is being supported.	
	To implement new approach to Behaviour Training <ul style="list-style-type: none"> Employ and train 2 staff members on new behaviour approach (ProAct-Skipr) Behaviour trainers to observe approach/training at RedGates Behaviour trainers to set up training programme for class teams 	KG GB GT EG EG GB	Autumn '21 and ongoing	Fewer instances of restraint. Positive feedback from staff using restating and de-escalation techniques.	

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	<ul style="list-style-type: none"> Behaviour team to have regular meetings with SLT School to offer behaviour training to parents 	GB GB			
	<p>To update the Behaviour Policy</p> <ul style="list-style-type: none"> Discuss with staff current behaviour policy and change to reflect new behaviour approach Behaviour Policy to be written Share with staff and parents 	KG GB	Spring '22	Staff and parents are fully aware of the behaviour policy.	
	<p>To increase the range of therapies and provision available to children Possibilities of extra OT, FLO and SaLT and buying in EP</p> <ul style="list-style-type: none"> Discuss SBM budget cost of employing staff for therapy work Discuss with LA possible changes to funding to support new therapy 	KG SM KG SM	Autumn '22 – Spring '23	Pupils are better able to access the curriculum and lessons through targeted support.	