



Tranmere Park Primary School

School Development Plan

2020 - 21

Key aspects of School Development in 2020-2021

Priorities identified for inclusion within the School Development Plan have arisen from our School Self Evaluation Processes. Self-evaluation and school improvement are inextricably connected, and constantly evaluated – the school SEF (Self-Evaluation Form) is reviewed on a termly basis by the Leadership Team and published on the website. Similarly, actions and directions which might drive forward further school improvement are considered throughout the school year.. During audits and reviews, existing SEF content is reviewed, as are outstanding actions on action plans and curriculum team timelines. From these processes, actions are identified for inclusion within our School Development Plan. The following are our priority areas for development in the 2020-21 academic year.

Action plan:	Action plan:	Action plan:	Action plan:
QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP AND MANAGEMENT
<p>High quality teaching for all pupils. Explicit instruction/Scaffolding/Flexible grouping/ Meta-cognitive strategies Staff CPD Programme/Performance Management/Supporting Early Career Teachers Is there a logical and well-sequenced plan to support and sustain high quality teaching? Are our school staff sufficiently skilled in approaches such as assessment or remote teaching? If not, does our planning contain the right blend of professional development activities to develop these skills? Will changes to rooming or timetables as a result of social distancing measures have direct or indirect impact on teaching and whole school approaches (e.g. limiting classroom activities and flexible groupings)? Is there legacy training from the previous academic year on teaching and learning that needs to be revisited, sustained, or adapted? ML</p> <p>Continue review and development of our existing wider curriculum offer ML</p>	<p>Supporting pupils' emotional, social and behavioural needs and ensuring our SEL curriculum is fit for purpose. What approaches to social and emotional learning will best support pupils to reconnect with their peers and to re-establish positive learning behaviours? How will we best sequence SEL support throughout the academic year? Can we make meaningful links with our academic curriculum? SG</p>	<p>Supporting pupils' emotional, social and behavioural needs and ensuring our SEL curriculum is fit for purpose. What approaches to social and emotional learning will best support pupils to reconnect with their peers and to re-establish positive learning behaviours? How will we best sequence SEL support throughout the academic year? Can we make meaningful links with our academic curriculum? SG</p>	<p>Effective Diagnostic Assessment What learning has been lost or misunderstood? What new knowledge and experiences have been gained? Should we re-teach that material to the whole group, or move on? What is the right balance between standardised assessments and classroom-based diagnostic assessments? What assessment tasks will give us the best diagnostic information about the prerequisite knowledge, skills and competencies we want our students to develop through the school curriculum? Are we clear about the kinds of choices we want information from our assessments to support? Are these choices that we actually can and do act on? How will we best sequence assessments throughout the academic year? AH Supporting Remote Learning Designing a ready-to-go programme of learning and resources in the event that pupils need to access remote learning for a time How will remote learning provision be provided for pupils who are absent from school, in both planned or relatively unplanned circumstances?</p>



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			<p>What aspects of remote learning provision will be integrated in school policies attending homework, feedback, teaching and learning? How well do school practices align with the best available evidence on remote learning?</p> <p>DB</p> <p>High quality 1-1 support and small group tuition Review intervention programmes delivered in school. Sessions should be brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers. The intervention has structured supporting resources and lesson plans with clear objectives. Teaching assistants or academic mentors follow the plan and structure of the interventions. Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress. Connections are made between the out-of-class learning in the interventions and classroom teaching.</p> <p>KF</p> <p>Communicating with, and supporting parents MH</p>
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Link Phase Governors

Classes	Teacher	Governor
Robins	Helen Beestin helenbeestin@tranmerepark.leeds.sch.uk	Jacky Cooper jcooper@tranmerepark.leeds.sch.uk
Bluebirds	Danielle Ingram danielleingram@tranmerepark.leeds.sch.uk	
Eagles	Sarah Gibson/Rachel Wright sarahgibson@tranmerepark.leeds.sch.uk rachelwright@tranmerepark.leeds.sch.uk	James Davis jdavis@tranmerepark.leeds.sch.uk
Skylarks	Sophie Bell sophiebell@tranmerepark.leeds.sch.uk	
Hérons	Lucy Elliott lucyelliott@tranmerepark.leeds.sch.uk	
Red Kites	Angharad Pass/ Carmel Holland angharadjones@tranmerepark.leeds.sch.uk carmelholland@tranmerepark.leeds.sch.uk	Hannah Lockwood hlockwood@tranmerepark.leeds.sch.uk
Woodpeckers	Charlotte Taylor charlottetaylor@tranmerepark.leeds.sch.uk	
Falcons	David Housden davidhousden@tranmerepark.leeds.sch.uk	Clare Wright cwright@tranmerepark.leeds.sch.uk
Puffins	Hannah Gomersall hannahgomersall@tranmerepark.leeds.sch.uk	
Kingfishers	Dan Beech/Rachel Savage danbeech@tranmerepark.leeds.sch.uk rachelsavage@tranmerepark.leeds.sch.uk	
Doves	Sarah Tate/Matt Learmonth sarhtate@tranmerepark.leeds.sch.uk mattlearmonth@tranmerepark.leeds.sch.uk	
Governor – please contact your Phase Leader via e-mail to arrange the date for your class visit. Please advise Kirsten Finley of the date.		Phase Leaders/Teachers – Governors will arrange to visit phase for a session. Within that session, they will talk to the children about the role of the Governor and will spend some time looking for evidence of School Development initiatives. They may talk to children during the session, look in books, look at displays, etc.



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Governor Monitoring

assessment data | lesson observation | learning walk | learning conversation | book scrutiny | planning scrutiny | round table moderation | learning environment | stakeholder feedback | f

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Routine:	Routine monitoring should include reference to disadvantaged pupils where appropriate						
Parent Voice	Governors to review parent feedback from Pupil Mentoring process – Pupil Support Sub Committee		Governors to review parent feedback from Pupil Mentoring process – Pupil Support Sub Committee		Governors to attend Parent Consultation events	Governors to review parent feedback from Pupil Mentoring process – Pupil Support Sub Committee	Governors to review parent feedback from End of Year Reports – Pupil Support Sub Committee
Pupil Voice	School Council Governor to attend School Council meetings –	Pupil Support Sub to conduct Pupil Interviews – Safeguarding	School Council Governor to attend School Council meetings	Pupil Support Sub to conduct Pupil Interviews – Bullying/Feeling Safe	School Council Governor to attend School Council meetings	Pupil Support Sub to conduct Pupil Interviews – Pupil Premium	
Governor Learning Walk/Book Scrutiny	Learning Walk/Work Scrutiny with HTs and English Lead	General Learning Walk/Work Scrutiny with SLT	Learning Walk/Work Scrutiny with HTs and Maths Lead	More able focused Learning Walk/Work Scrutiny with SLT	Learning Walk/Work Scrutiny with HTs and SENCO	General Learning Walk/Work Scrutiny with SLT	
Governor Marketplace	Meet with EYFS/KS1 Phase Leader to discuss action plans and their impact in phase	Meet with group of subject leaders to discuss action plans	Marketplace - At Parents Evening	Meet with group of subject leaders to discuss action plans	Meet with LKS2/UKS2 phase leaders to discuss action plans and their impact in their phase	Meet with group of subject leaders to discuss action plans	



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Governance

*policies in **bold** are statutory, as set out in *Statutory policies for schools: Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law*

Full Governing Body	<input type="checkbox"/> Instrument of government (frequency – GB to decide) <input type="checkbox"/> Minutes of, and papers considered at, meetings of the governing body and its committees (frequency – NA) <input type="checkbox"/> Register of business interests (frequency – GB to decide, subject to LA scheme)			<input type="checkbox"/> Registers of pupils' admissions and attendance (frequency – live) <input type="checkbox"/> EYFS (covered in other policies, procedures, documents)		
	T1.1	T2.1	T3.1			
Teaching, Learning and Assessment	<input type="checkbox"/> End of year assessments, data sets <input type="checkbox"/> Pupil premium <input type="checkbox"/> Monitoring, evaluations, moderations <input type="checkbox"/> Policies: focus: Core Learning - Reading/Writing/Maths & AGENDA ITEMS	<input type="checkbox"/> Term 1 assessments <input type="checkbox"/> Pupil premium <input type="checkbox"/> Monitoring, evaluations, moderations <input type="checkbox"/> TA deployment <input type="checkbox"/> Policies: focus: Wellbeing & AGENDA ITEMS	<input type="checkbox"/> Term 2 assessments <input type="checkbox"/> Pupil premium <input type="checkbox"/> Monitoring, evaluations, moderations <input type="checkbox"/> Policies: focus: Wider Curriculum & AGENDA ITEMS			
Pupil Support & Personnel	<input type="checkbox"/> Attendance data <input type="checkbox"/> Attendance intervention impact <input type="checkbox"/> Behaviour data (ie warnings tracker) <input type="checkbox"/> Behaviour intervention impact <input type="checkbox"/> Cause for concerns (ie tracker) <input type="checkbox"/> PE money <input type="checkbox"/> Policies: Relationships and behaviour management (ie school behaviour (frequency – HT to decide); behaviour principles written statement (frequency – GB to decide)) SEN (frequency – GB to decide) <i>Managing Medicines</i> <i>Uniform</i> <i>Single equality scheme</i> & AGENDA ITEMS	<input type="checkbox"/> Attendance data <input type="checkbox"/> Attendance intervention impact <input type="checkbox"/> Behaviour data <input type="checkbox"/> Behaviour intervention impact <input type="checkbox"/> Cause for concerns <input type="checkbox"/> PE money <input type="checkbox"/> Policies: SRE (ie sex education) (frequency – GB to decide) Central record of recruitment and vetting checks (frequency – live document covering current employed staff) Child protection policy and procedures (frequency – annual) Statement of procedures for dealing with allegations of abuse against staff (frequency – GB to decide) & AGENDA ITEMS	<input type="checkbox"/> Attendance data <input type="checkbox"/> Attendance intervention impact <input type="checkbox"/> Behaviour data <input type="checkbox"/> Behaviour intervention impact <input type="checkbox"/> Cause for concerns <input type="checkbox"/> PE money <input type="checkbox"/> Policies: Home-school agreement (frequency – GB to decide) <i>Physical activity</i> <i>Food in school</i> <i>Packed lunch</i> <i>Attendance</i> <i>Educational visits</i> <i>Care and control</i> & AGENDA ITEMS			
Resources (Estate, Finance, Health & Safety)	<input type="checkbox"/> Pupil premium <input type="checkbox"/> PE money <input type="checkbox"/> Health and safety inspection <input type="checkbox"/> SFVS (Financial Value Standard) <input type="checkbox"/> Performance management <input type="checkbox"/> attend: budget overview (Finance Officer meeting) <input type="checkbox"/> Policies: Health and safety (frequency – GB / LA to decide) Freedom of information (frequency – GB to decide) Governors' allowances (schemes for paying) (frequency – GB to decide) Others for premises management (refer to *) & AGENDA ITEMS	<input type="checkbox"/> Pupil premium <input type="checkbox"/> PE money <input type="checkbox"/> Benchmarking exercise <input type="checkbox"/> Health and safety inspection <input type="checkbox"/> Review estate management (use London LA compliance monitoring) <input type="checkbox"/> attend: budget overview (Finance Officer meeting) <input type="checkbox"/> Financial Value Standard <input type="checkbox"/> Policies: Accessibility plan (frequency – every three years) Equality information and objectives (frequency – every four years and publish annually) <i>Safe working</i> <i>ICT acceptable use</i> <i>Esafety</i> <i>Crisis management plan; continuity plan</i>	<input type="checkbox"/> Pupil premium <input type="checkbox"/> PE money <input type="checkbox"/> Review financial year and agree new budget <input type="checkbox"/> Health and safety inspection <input type="checkbox"/> attend: budget overview (Finance Officer meeting) <input type="checkbox"/> Policies: Charging and remissions (frequency – GB to decide) Data protection (frequency – at least every two years) Admissions arrangements (frequency – annually; refer to*) Complaints procedure statement (frequency – GB to decide) & AGENDA ITEMS			