

Key aspects of School Development in 2021 - 22

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 we constantly self-evaluate – our SEF (Self-Evaluation Form) is reviewed on a termly basis by the Senior 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, crucially, 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 2021 -22 academic year.

Action plan:	Action plan:	Action plan:	Action plan:
Quality of Education Intent Implementation Impact	Behaviour & Attitudes	Personal Development	Leadership & Management
<p>20 – 21 Priority:</p> <p><i>Continuation of the review and development of our existing non-core curriculum offer</i></p> <p>Responsible Member of Staff: Matt Learmonth</p> <p><u>Summary of Action Taken:</u></p> <p>ML met regularly with all subject leads – focus upon redesigning vertical progression of the curriculum</p> <p>Subject leaders created re-designed knowledge progressions</p> <p>Review of work of Clare Sealy/Andrew Percival</p> <p>Created School/Curriculum Intents</p> <p>External consultants Adrian Gray/Kathryn Atkins fed into the process</p> <p>Re-designed LT plans created for each phase with reading as a key driver drawing upon work of Rob Carpenter/Mary Myatt</p> <p><u>Initial Impact:</u></p> <p>Subject Leaders clear on what will be taught progressively in their subject area</p> <p>Substantive and disciplinary knowledge concepts embedded within LT plans</p>	<p>20 – 21 Priority:</p> <p><i>Supporting Pupils' Emotional, Social and Behavioural needs and ensuring our SEL curriculum is fit for purpose</i></p> <p><u>Summary of Action Taken:</u></p> <p>Introduced whole school 5 'B's approach</p> <p>2 week well being focus at outset of each new term</p> <p>Vulnerable pupils all offered a school place even if not KW or PPG</p> <p>Learning mentor/Teacher/Support staff check in calls</p> <p>Google Playtimes</p> <p>Mental Health First Aiders trained</p> <p>Staff Wellbeing questionnaire and follow up meetings with SLT</p> <p>Tranmere Trek</p> <p>Reading Bus</p> <p>Story Time Magazine</p> <p><u>Impact of Actions Taken:</u></p> <p>Purchased Thrive - recognised gap</p>	<p>20 – 21 Priority:</p> <p><i>Supporting Pupils' Emotional, Social and Behavioural needs and ensuring our SEL curriculum is fit for purpose</i></p> <p><u>Summary of Action Taken:</u></p> <p>Introduced whole school 5 'B's approach</p> <p>2 week well being focus at outset of each new term</p> <p>Vulnerable pupils all offered a school place even if not KW or PPG</p> <p>Learning mentor/Teacher/Support staff check in calls</p> <p>Google Playtimes</p> <p>Mental Health First Aiders trained</p> <p>Staff Wellbeing questionnaire and follow up meetings with SLT</p> <p>Tranmere Trek</p> <p>Reading Bus</p> <p>Story Time Magazine</p> <p><u>Impact of Actions Taken:</u></p> <p>Purchased Thrive - recognised gap</p>	<p>20 – 21 Priority:</p> <p><i>Supporting Remote Learning</i></p> <p>Responsible Member of Staff: Dan Beech/All SLT</p> <p><u>Summary of Action Taken:</u></p> <p>Google Classroom introduced</p> <p>Whole School book based theme for #lockdown 1</p> <p>Two tier system introduced – bubble closure/isolating pupils</p> <p>Provision of whole curriculum via recorded content – Oak Academy/Maths hub content #lockdown 2 onwards</p> <p>Desirable/Essential content introduced in response to parent feedback</p> <p>Guides for home learning produced</p> <p>Reading bus</p> <p>Google Meets twice daily introduced</p>

<p><u>Evidenced by:</u></p> <p>Knowledge Progressions</p> <p>Assessment Points embedded cumulatively</p> <p><u>Next steps:</u></p> <p>Implementation of new curriculum plans</p> <p>Subject specific Deep Dives</p> <p>Subject Leader Expertise and knowledge of subject</p> <p>Review of current termly monitoring cycles</p> <p>Core Subject review – Autumn Term 2021 – SLT Deep Dive</p> <p>Reading (Reading Framework)/Writing/Maths</p> <p>EYFS curriculum review</p> <p>Knowledge organisers updated to include key vocab</p> <p>Pre/Post Tests to be updated</p> <p>Inclusion of key 'Team Tranmere' foci</p> <p>Planning for the development of the 5 'B's within each theme</p> <p>Texts to drive each topic identified</p> <p>Redesigned curriculum Audit & Review Cycle – Deep Dives termly for identified non-core subject areas – training upon 'Preparing for a Deep Dive' for all subject leaders</p> <p>Subject leaders out of class for one day termly to focus upon:</p> <p>Highly Effective Work Scrutiny</p> <p>Learning Walks and Lesson Observations</p> <p>Pupil Voice</p> <p><u>Priority Actions for 21/22:</u></p>	<p><u>Evidence:</u></p> <p>Pupil Questionnaire June 21</p> <p>Pupil Voice Activity</p> <p>Parent Forum feedback</p> <p>2 pupils referred to Cluster – all others managed in-house</p> <p><u>Priority Action for 21/22:</u></p> <p><i>Introduce 'Values Based Education' approach through identified texts to reinforce our emphasis upon Team Tranmere as a respectful and tolerant school community providing our pupils with the moral compass needed to thrive as tomorrow's community leaders.</i></p> <p>Link Governor –</p> <p>Responsible members of staff – Matt Learmonth/Sarah Gibson</p>	<p><u>Evidence:</u></p> <p>Pupil Questionnaire June 21</p> <p>Pupil Voice Activity</p> <p>Parent Forum feedback</p> <p>2 pupils referred to Cluster – all others managed in-house</p> <p><u>Priority Action for 21/22:</u></p> <p><i>Introduce Thrive approach to provide our staff with the skills to promote positive mental health for pupils by equipping adults in school with the tools and understanding to respond to, and meet, the differing social and emotional needs and requirements of our pupils.</i></p> <p>Link Governor –</p> <p>Responsible members of staff –Dan Beech/Phil Joynson</p>	<p>Google Playtimes introduced</p> <p>Provided all staff with I-Pads</p> <p>Same Day interventions introduced via Google Meet</p> <p>Oxford Owl/Nessie online library purchased</p> <p><u>Initial Impact:</u></p> <p>Attainment tracking –</p> <p>End Autumn Term – concerns around Reading/Maths</p> <p>End Summer Term – attainment returned to pre-pandemic levels Y2-Y6</p> <p>Focus for 21/22 – interventions for all lowest 20% particularly YR and Y1 and those falling behind in reading in all YG</p> <p><u>Evidenced by:</u></p> <p>PIRA/PUMA</p> <p>No More Marking</p> <p>Remote Learning Section of School Website</p> <p>Google Classroom</p> <p>Pupil Voice June 21</p> <p>Parent Forum Feedback</p> <p><u>20 – 21 Priority:</u></p> <p><i>Diagnostic Assessment/High Quality Tiered</i></p>
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Embed Reading as the driver for our re-developed curriculum using the strapline 'Reading provides us with an ocean of knowledge, and knowledge is our source of strength' drawing upon recommendations from DfE 'The Reading Framework' document, July 2021 and the work of Clare Sealy and Mary Myatt.

Continue to develop our Subject Leaders following this year's curriculum re-development, focusing upon subject leaders' confidence in articulating their vision for their curriculum intent and ability to evaluate the implementation and impact of their subject.

Link Governor –

Responsible members of staff – Victoria Marsden//Sarah Gibson/Matt Learmonth

Catch Up Interventions

Responsible Members of Staff: Kirsten Finley/Alison Hodgson

Summary of Action Taken:

Identification of two tiers of pupils needing intervention – Tier 1 - those furthest behind who were struggling pre-#lockdown 1 and Tier 2- those who had dropped behind as a result of school closure/remotely learning

Small group and 1-1 tuition out of school hours delivered by a highly skilled teacher provided for Tier 1 identified pupils - also offered to all PPG pupils. Continued throughout #lockdown 2 and bubble closures both in person and remotely

Shine interventions provided by support staff for Tier 2 pupils out of school hours in Maths/English

Initial Impact:

Tightly focused interventions ensured quickest possible recovery

Outcomes returned to pre-pandemic levels Y2-Y6 Summer 2021 – Internal tracking data

Evidence:

PIRA/PUMA

No More Marking

Parent Forum feedback

NPQH study report

Priority Action for 21/22:

Ensure that all pupils are enabled to 'Catch-Up' post the Covid-19 pandemic through a rigorous tiered programme of

			<p>tuition, additional teacher led interventions and targeted support staff led interventions for our bottom 20% at each key phase, and also those at risk of not meeting pre-pandemic targets</p> <p>Link Governor –</p> <p>Responsible members of staff – Kirsten Finley/Alison Hodgson</p>
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Leadership/Governor Audit & Review

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

	autumn 1	autumn 2	spring 1	spring 2	summer 1	summer 2
routine:	routine monitoring should include reference to disadvantaged pupils as much as possible					
Parent Voice	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 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 events	Meet with EYFS/KS1 phase leaders to discuss action plans and their impact in their phase	Meet with a group of subject leaders to discuss action plans and their impact in their subject	Marketplace Feb – 6-8	Meet with a group of subject leaders to discuss action plans and their impact in their subject	Meet with LKS2/UKS2 phase leaders to discuss action plans and their impact in their phase	Meet with a group of subject leaders to discuss action plans and their impact in their subject

Governance

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: curriculum & 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: Reading/Writing & AGENDA ITEMS	<input type="checkbox"/> Term 2 assessments <input type="checkbox"/> Pupil premium <input type="checkbox"/> Monitoring, evaluations, moderations <input type="checkbox"/> Policies: focus: maths & 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> & AGENDA ITEMS	<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

*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* (February 2014, DfE)

